INSTITUTE OF SOCIAL AND RELIGIOUS RESEARCH

SURVEYING YOUR COMMUNITY

A HANDBOOK OF METHOD FOR THE RURAL CHURCH

BY

EDMUND DES. BRUNNER

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SURVEYING YOUR COMMUNITY

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The directorate of the Institute is composed of: John R. Mott, Chairman; Raymond B. Fosdick, Treasurer; James L. Barton, W. H. P. Faunce and Kenyon L. Butterfield. Galen M. Fisher is Executive Secretary. The offices are at 370 Seventh Avenue, New York City.

INSTITUTE OF SOCIAL AND RELIGIOUS RESEARCH

TOWN AND COUNTRY STUDIES
EDMUND DES. BRUNNER, DIRECTOR

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A HANDBOOK OF METHOD FOR THE RURAL CHURCH

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FOREWORD

Many persons have asked the Institute of Social and Religious Research in the last few years to tell them how to conduct social and religious surveys in rural communities. By far the greater number asked to be told how to make a study of the problems and the needs of a rural church, or of a group of rural churches.

This survey method book is written to give, in convenient form and in untechnical language, the information so often requested, and to be of service to people of rural communities interested in the study of local church problems.

The principles discussed may, however, apply to surveys under other auspices. It is hoped, for this reason, that the book will be of value also to social workers and to classes in survey method in colleges and theological seminaries.

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SURVEYING YOUR COMMUNITY

CHAPTER I

Preparing for the Survey

A social survey is an attempt to assemble the relevant facts about a social situation—to approach the problems of human relations in the same objective spirit in which the chemist in his laboratory studies the relations of one element to another. It is the best method at present known for ascertaining facts from which the trends and tendencies of social behavior may be discovered, and for constructing policies on the basis of facts instead of on mere surmise.

If church leaders are to know how the church is affected by different customs, environments and attitudes, they must understand the economic, social, and religious factors of their community life. To take two simple examples: if the members of a church are unable to earn a living wage, the organization will certainly crumble; if a church must depend upon a shifting population, it will probably be an unstable affair. Social science, by replacing partial knowledge and misconceptions with definite knowledge, may make possible the formulation of a program of group action to remove the trouble in either case.

A survey may reveal the social groupings within the areas included in the study, and may thus help the church to reach, for example, a racial group that is out of touch with it, or a recent influx of tenant farmers, or a socially neglected group on the fringes of the community. Or economic or social conditions may require a modification in church practices, and a survey may show the need of so simple a thing as a change in the hour of a service because of a shift in the type of farming from general to dairying. Not the least value of a survey is that it often makes possible a comparison of local conditions with conditions elsewhere.

A survey by a church group should furnish a basis for the building of a program; should give point and direction for the evangelistic approach of the churches to the community; and out of the experience of those assisting in the survey should discover and develop future leadership. A survey should be made whenever there is need for ascertaining whether a program or policy is adequate or should be changed.

In this method book, an effort is made to explain each essential step in the organization and conduct of a social survey adequate for the needs of a group or groups representing the church in a

rural area. Survey schedules are presented that have been carefully tested and can easily be adapted to the requirements of a particular study. With this book as a guide members of any religious group, even though they may have had no previous experience, should be able to prepare a survey and to carry it through successfully.

A social survey, fully adapted to the needs of a group representing the church in a rural area, will be found to include three technically different methods of study which, for the sake of simplicity in presentation, are distinguished here as the "community survey," the "topical survey," and the "house-to-house religious canvass." [1]

Briefly stated, a *community survey* determines the boundaries of the community area and studies the organizations, the social groupings, and the main social and economic conditions and influences that affect the life of the people of the community. A *topical survey* is a study limited to a single subject. It aims at the analysis of a single problem, usually and preferably considered in relation to the total life of the community in which it is found. There are many different kinds of surveys of this type, of which school surveys, health surveys, and child welfare studies, such as those conducted by the Children's Bureau of the United States Department of Labor, are examples. In the *house-to-house canvass,* which is the kind of study generally made in taking a local religious census, the surveyor goes from house to house asking specific questions regarding members of each household. Ordinarily a study of this kind should be limited to the gathering of easily ascertained facts within the knowledge of each person questioned.

The schedules reproduced are based on some used by the Institute of Social and Religious Research. The accumulated experience of many persons lies behind them. The first rural church and community surveys were undertaken by Dr. Warren H. Wilson, then as now director of Country Church Work for the Presbyterian Church in the United States of America.[2] The schedules devised by him were made the basis of those employed by the Interchurch World Movement, which tested them by nation-wide use under varying conditions. In its American Village Study, the Institute of Social and Religious Research has used not only methods that require the services of trained investigators, but also schedules that can be employed successfully in local surveys by persons not trained as investigators.

These schedules are the product of fifteen years of continuous effort to improve upon earlier forms by the actual test of survey

[1] The distinctions here used are not, of course, strictly logical. A household canvass, or census, may be, and often is, part of a topical survey, whether general or intensive. From the standpoint of the local surveyor, however, the three processes are so distinct as to call for separate treatment.

[2] See Morse's *The Social Survey in Town and Country Areas* (Institute of Social and Religious Research), pp. 93 to 96, for material on the development of the survey idea and a listing of some of the major rural surveys.

use. They represent phases of survey technique that have been applied in thousands of communities by local leaders, with results that show their value. While these schedules are not perfect, they are nevertheless presented in this method book because it is believed they show, better than can be shown in any other way at present, the sort of inquiry it is profitable for a church or a group of churches to make. An additional reason for reproducing them is that if they are used by denominations or local churches, the results may profitably be compared with the findings of the Institute's national study of village communities.[3]

The first of these schedules (see chapter iii) seeks general information about the community and is used in the phase of the study known as the "community survey." The second schedule, which is intended to obtain data on the church (see chapter iv), is one suitable for the phase of the study generally described as the "topical survey." The third schedule is one that can be used in what is known as the "house-to-house canvass," or "census." Each of these different methods of study will be discussed in a separate chapter.

PRELIMINARY STUDY

Any one wishing to start a survey of social conditions in his home community will do well to begin by studying the results of surveys in communities similar to his own.[4] He should study the methods used and the results obtained; for it will be necessary for him not only to convince others that the survey should be made, but that the particular needs of his group call for a particular kind of survey. He must have clearly in mind the problems upon which the survey is to throw light, and the relative importance of each must be carefully weighed. He must consider the time and the money at his disposal, the type of community with which he is concerned, and, in most cases, the qualifications for the work of persons who may be available as assistants.

The beginner in the making of surveys is likely to overestimate the interest of others, and to attempt too much himself. It is best to begin modestly and complete what was undertaken rather than to set out to cover everything and finish nothing. It is well to remember that the gathering of facts is only a part of the survey. After they are gathered the facts must be tabulated and interpreted and made available for use. In these later processes lie problems

[3] The completed report of the Village Study will, it is hoped, be available toward the end of 1926 or the beginning of 1927.

[4] It is not possible to foresee the needs and conditions of communities in which this survey method book may be used. Therefore precise suggestions as to reading cannot be given. Very few local community surveys have been published. Those listed in the bibliography in Appendix I, and chapter xiv of *Churches of Distinction in Town and Country* (Institute of Social and Religious Research) will be found of value.

that have wrecked many a study, and they should be borne in mind from the beginning.

On the other hand, if a sufficient number of institutions, such as churches, are willing to coöperate, and if many individuals can be counted on to assist, it would be a mistake not to put through as inclusive a survey as can be well planned, executed and utilized.

HOW TO START A SURVEY

If a minister is initiating the survey, his first step, after familiarizing himself with the pertinent literature, and deciding on the type of survey desired, will be to enlist his own church leaders and official board members in favor of the plan. They, in turn, when convinced of the outstanding values to be derived, will help to make the need known to other leaders in the community. If there are more churches than one, every effort should be made to induce them all to participate. At the same time the failure of one or another of the churches to coöperate need not balk the effort, if all are cordially invited to share in it, and if full assurance is given that every church will receive the information that is of value to it, whether it coöperates or not.

BACKGROUND MATERIAL

Those responsible for the preliminary work of promoting the idea of a community survey should naturally have a good working knowledge of the pertinent material already available about the area to be studied. This material may be roughly classified under four heads—physical, economic, historical, social—a classification used by Dr. Warren H. Wilson. Under the first head would come such things as soil surveys, maps, especially those of the geological survey, reports upon physical conditions. Under the second head would come census reports on agriculture and manufacturing, income tax figures, literature issued by chambers of commerce. Historical and social material will be more plentiful. Possible sources are population figures from the census; state blue books, or state reports on education, industry and other subjects; all county statistics, as well as local government and school records; community newspaper files, including special anniversary editions; county, local or church histories, which often contain particularly valuable data; church diaries; reports of other surveys, and the memoirs of old residents.

It is surprising how much material of local social significance exists in easily obtainable form in the average community. In one little-known area, about which the author desired some background material in as short a time as possible, a dozen issues of the leading newspaper furnished a fairly complete list of churches and

social organizations, together with the names of many of their officers, as well as the needed information about the outstanding characteristics of most of these organizations. From the same source, bank statements and certain classes of freight shipments were procured. The advertisements gave a line on the professional and economic services available. It was found that a soil survey of the area had recently been made by the state college of agriculture, and that the Children's Bureau of the United States Department of Labor had published an intensive survey of the mental hygiene of the area. A state-wide social agency had available an exhaustive school survey which covered also the activities of the Parent-Teachers Association. Two of the churches and one lodge had more or less elaborate historical records; and a very good history of the county had been written. In addition, there were the gazetteers and a history of railroad development in the area, which threw much light on its economic development. Obviously this material would not all be of value in a local survey. The person upon whom responsibility for the study rests must carefully select from the background material that which is of value in the survey he has decided to undertake.

CHAPTER II

The Survey Committee and Its Task

As a first step in organizing for the actual work of a survey a committee of representative citizens should be formed. Considerable care should be exercised in choosing this committee, its personnel depending somewhat upon the kind of study decided upon. In a survey to be made in the interest of a church group or groups, and to be confined to a village or a rural township, it is most important that at least one representative of every coöperating church should be included. Since every section of the community should, if possible, be represented on the committee, place of residence is another consideration, as are also occupation and social connections. The importance of these precautions will be most apparent, perhaps, when it comes to carrying out the publicity program.

COMMITTEE SHOULD NOT BE TOO LARGE

If the survey is to cover a county or other large area, except in the case of very small or sparsely settled counties, denominations rather than individual churches should form the basis of representation on the committee, which otherwise would become unwieldy. It is especially important in a county-wide or district study that every section of the area be represented.

The survey committee should include as many people as possible who have a greater equipment for the task than a general desire to be of service. If the school superintendent is at all sympathetic, he or his teacher of civics should be appointed. One of the bankers and a representative of each of the professions should also, if possible, be included; and, of course, the editor of each local paper. If the community has some one with a knowledge of survey technique, who is otherwise qualified, he may well be made the secretary of the committee. It will be his task to do much of the planning for the group, and virtually to act in the capacity of executive.[1] If there is no one possessing this special knowledge, it will be well to set up a number of small sub-committees, each charged with a single task. In this way the general committee will be able to delegate each of its important tasks to a few persons, and the time of every one will be saved. When it comes to field work, however,

[1] In a small community with one or two churches the organization may be less complex.

especially in the case of a house-to-house religious canvass, or census, the active assistance of the entire committee will be needed. The tasks of major importance that can be referred to sub-committees are these:

1. Framing the schedule to be used by the surveyors.
2. Limiting the area to be studied.
3. Securing and training the workers.
4. Preparing the publicity.
5. Preparing the report and building the program.

These functions of the survey committee have a real bearing on the choice of persons to be asked to serve. It is important, not only that the committee have a membership representing each denomination and every part of the area to be surveyed, but that it have also at least one person qualified for the chairmanship of each sub-committee.

Before any sub-committee can begin its task, the general committee should state as clearly as possible the purposes and objectives of the survey. This will have been done many times in the preliminary conversations; but the committee should phrase officially, in brief but precise language, its reasons for engaging in the enterprise and the objectives of the study.

The first four tasks delegated to sub-committees may now be considered. The fifth will be dealt with later in a separate chapter.

FRAMING THE SCHEDULE

The members of the committee charged with the framing of the schedule should keep clearly in mind the general principles discussed here, and also should devote earnest study to the matters presented in chapters iii, iv and v.

In framing the schedule, the final product must be borne in mind. The final tabulation forms should be visualized as clearly as possible at the outset, and each question should pass the test: "Of what use will this be in the final product? With what will its answer be compared or correlated?" A schedule not subjected to these tests is likely to become cluttered with questions of no value in the final product, which consume needlessly the time both of the surveyor and of the person he is interviewing. Many professional agencies go even further and plan the tabulation form before constructing the schedule. This makes the schedule practically "fool proof"; but it presents difficulties for the inexperienced worker because he cannot easily visualize the final product in its entirety.

Certain general principles govern the preparation of a schedule, no matter for what kind of a survey it is intended. The survey questions must be so phrased as to secure the necessary informa-

tion without risk of offending the person interviewed. Few persons, however, really object to coöperating in a survey if they are properly approached. The different questions on a survey card have different uses and different values. Most of them are designed to secure the basic data of the survey. A few questions may be inserted to procure valuable by-product material. Others may be designed to yield impressions regarding the attitude of the informant. Occasionally, in a survey that is leaning toward propaganda, a question is inserted to start individuals thinking about a particular phase of the subject. The most important questions, however, are those that aim at nothing but the facts that are to constitute the body of data. Other questions raise peculiar difficulties and can be better handled by trained investigators than by persons inexperienced in survey work.

A question must be framed so that it cannot be misinterpreted. If possible, the question should be phrased so that it can be adequately answered by a clear-cut "yes" or "no." If a single question cannot be phrased to get the information desired on a given point in measurable, comparable terms, it should be divided into several questions calling for answers that will be measurable and comparable. Thus the answer to the question, "Have the bank deposits in this community increased or decreased within the last twelve months?" would give no idea of the amount of the increase or of the decrease. To ascertain the increase or decrease two definite questions might be used. "What were the total resources of each bank on January 1, 1924?" "On January 1, 1925?" The rate of increase or decrease for each bank, and for all the banks in the community, can be measured from answers to questions like these; and comparisons can be made with church and government figures for the same period. It is amazing how easily the real purpose of questions can be misunderstood. In a certain survey the question was asked: "Is the population of this community increasing or decreasing?" A number of answers read "Both." Inquiry disclosed the fact that the village half of the community was gaining and that the contiguous rural area was losing. The answer was perfectly clear to the local surveyor who filled in the questionnaire; but it told nothing to the unfortunate tabulator at headquarters. Simplicity and precision are of the utmost importance in the framing of questions in a survey schedule.

Another cardinal principle is that there must be definiteness in the standards of evaluation to be used. If the homes entered in a house-to-house study are to be graded upon their appearance as "very good," "good," "fair," "poor," "bad," there must be a clear definition of each of these terms. Otherwise surveyors will use their own subjective standards, and there will be no real value in the results; for what one calls "good" may be but "fair" to another.

In the main, it is well to avoid such categories, just as it is well to shun such a question as, "Is the moral tone of the community improving?" This is a poor question, because the term "moral tone" probably means different things to different people. Obviously the policeman, the minister, the doctor, the nurse, the manager of the moving-picture theatre, and the garage owner might all answer this question with entirely different conceptions as to what was "moral." If real information as to the moral tone of the community is desired, the general question must be broken up into its component parts and inquiry made concerning criminal offenses, illegitimacy, etc. As H. N. Morse well says in *The Social Survey in Town and Country Areas,* "Facts and value judgments or interpretations of facts should not be confused on a schedule."

Another essential thing is to avoid asking questions that disclose the answer expected. Too many people are ready to be obliging, and to say what they think is expected of them. One house-to-house religious census, which also sought to get at the attitudes of people, asked the question, "Do you believe in the church?" Few people failed to return an affirmative answer, though every other reply on some of the cards indicated that the person questioned did not believe in the church.

On the other hand, it is often advantageous to use what Professor Chapin calls "slantwise" questions, which procure the required answer by approaching the subject from a tangent rather than directly. In a study of homeless men one question was, "Are you married?" Because the replies raised grave doubts as to their truth, the question was changed to, "Where is your wife?" and the proportion of married men increased amazingly. The flank approach had taken them off their guard.

In the preliminary stages of organization samples of schedules used in similar surveys elsewhere may profitably be examined, with a view to listing definite questions that will apply in the local situation.

Finally, emphasis should be laid upon the principle of limitation. There is great danger of survey schedules becoming unwieldy. Each question proposed looks interesting, and its connection with the study can be easily rationalized. The proponent of each new query argues: "As long as we are getting so much information we might just as well get this, too." Surrender to such an argument is death to field workers! Theirs is the labor of gathering the data. Furthermore, casually related questions cannot be correlated easily with the main line of inquiry. The answers to many of them could never be used. The Interchurch World Movement used more than five hundred questions in its town and country survey schedules covering county, community, and the local church. Some of these were inserted to serve the Movement's own

purposes; but approximately half the resulting data were not sufficiently valuable to warrant tabulation. Some "blind alleys" may be expected in any survey; but if tabulation forms have been approximated and objectives carefully defined in advance, the number of false leads and the amount of waste material ought not to be large.

A good survey schedule can be measured by two criteria: Will the answers to the questions give to an intelligent student a clear understanding of the situation the field-worker is describing? Are the questions so precisely worded that two surveyors of similar training will bring back answers with the same content? If the schedule meets these two tests successfully, the schedule committee has done a good job.

THE SCHEDULE BLANK

The size of the schedule blank and the quality of the stock are of minor yet very real importance. Long experience has shown that the 5" x 8" card or page is most serviceable. It fits easily into the pocket, or into a container of standard size. It is not too large to handle when writing. Cards are usually employed for a house-to-house census and for other studies in which one card can cover one unit of the survey. Sheets [2] are used when a longer schedule is required. It is cheaper to mimeograph a long schedule than to print it.

Other minor questions may be dismissed with only passing mention. The type used should be easily read and the questions should be spaced so as to allow plenty of room for the answers. In a schedule of considerable length, it is well to use blank pages freely for general comments. Even on a house-to-house religious census card, a minimum of several lines should be allowed for remarks. In *The Social Survey in Town and Country Areas,* Morse summarizes the most important consideration as to the form of the schedule:

> . . . It is desirable that the material should be arranged in such sequence as will make the work of the surveyor as easy as possible. On some schedules, therefore, various topics are taken up in whatever order will lend itself to the most convenient and easy approach. On others the material is so arranged as to develop logically the subject being studied. Each method has certain advantages.

The former method should always be used on any brief schedule. The latter is more useful, but not exclusively necessary, in long schedules. Again quoting Morse:

[2] If sheets are used, the stock should not be so poor that it will not take ink, nor so smooth that it will not readily absorb ink. A light grade of bond paper is usually satisfactory. The sheets should be punched for use in a ring-binder. Postal card stock is best for a card. Pencil marks blur more rapidly on a smooth card than on one of the grade suggested. In passing, it should be stated that if pencils are used they should be moderately hard.

. . . Under either method of arrangement all questions that bear on one phase of an inquiry should as far as possible be brought together, as should also types of material for which the same sources of information are likely to be used. This obviates the necessity of much turning over of pages and the possible danger of overlooking material and necessitating a second interview.

FIXING THE AREA

In limiting the area to be studied the best map obtainable should be used. County engineers or assessors sometimes have platbooks and maps that show every farm drawn to scale. These are most valuable. The Post Office Department has maps of about two-thirds of the counties in the country showing roads, towns, schools and churches and marking each house with a dot. Many of these maps are old, but in the main they are reasonably accurate. They can be obtained from the Post Office Department at Washington for thirty cents apiece. The geological survey maps of the Department of the Interior and the soil survey maps of the Department of Agriculture are also useful, though not as good for survey purposes as the others.

Because an institution like the church cannot be understood apart from its relation to the community life, the survey method outlined in this book proceeds upon the assumption that the basic unit for assembling the material for a local survey is the community. In general, a rural community will be found to consist of a village or hamlet plus the residents of the immediately adjacent countryside, the majority of whom use the village or hamlet as a center where they buy their groceries, send their children to school, or go to church. Until the survey is finished, it is impossible to determine accurately the boundary of this area; but it is possible to ascertain it approximately from the postmaster, merchants and professional men. The tentative plotting of the community boundary is the next task of the survey committee. To insure that no territory that ought to be surveyed should be overlooked, it is well to add a half-mile on every side beyond the area tentatively plotted.

After the committee on schedules and the committee on limiting the area have finished their work, the director should determine each surveyor's field of investigation. The amount of territory a surveyor can cover depends upon the phase of the work upon which he is engaged. In a house-to-house census, a full-time surveyor should not be expected to visit more than twenty-five families a day, even where the houses are close together. In a survey of a rural area that omits the house-to-house census, fewer workers are needed. The number will depend upon the plan of the study. One person may be assigned to get all the facts from each church; or assignments may be made on the basis of topics. One person would

then secure all the necessary information on religious education, another all the financial data, and so on. The data called for on the community survey schedule should be secured by not more than three persons.

THE WORKERS

People are often deterred from starting a survey because they feel they cannot afford a paid worker; but if the survey is not too ambitious in its scope, it may be made by voluntary workers living in the community. If advice is desired, it can be secured from the college of agriculture or from the rural departments of a few of the boards of home missions. If a community has the money, there are probably some advantages in bringing in from the outside a technically trained director. But if the best leaders of the community are on the survey committee, they can carry through the study. This is especially true of the house-to-house religious census. The Interchurch World Movement proved that the average county in the United States has sufficient resident leadership to undertake and put through a creditable self-examination.

A SURVEYOR'S QUALIFICATIONS

The successful surveyor will need the following qualifications:

(1) He must be friendly and cordial in his approach, so as to overcome possible suspicion or reticence on the part of the person interviewed.

(2) He must be open-minded, having no thesis of his own to prove. One investigator, being anxious to show that marriages in a given county were occurring too early in life, excluded as "Exceptions" all marriages found in the county records in which the contracting parties were above the age of thirty. By such light-hearted tactics it is easy to "prove" anything. Surveys are supposed to be undertaken solely to discover facts.

(3) He must learn to be critical. Human beings are prone to exaggerate—a failing which is found not only in California real estate agents giving estimates of population, but even in ministers reporting on their church attendance. A surveyor reported the following conversations with the minister and the Sunday-school superintendent of a large village church. It was the day after Palm Sunday. Said the surveyor to the minister, "What is your average attendance?" The minister replied, "You saw it yesterday." "How splendid!" murmured the surveyor, as he wrote the figures 220 very lightly in the proper space. He had counted that congregation. A few minutes later he saw the superintendent, a banker. "Was that

an average congregation you had yesterday morning?" he asked. "I should say not," replied the banker. "I've been keeping track of our attendance and it was a little better than twice our average." The surveyor must evaluate the testimony he receives, check it with the testimony of others who are also in possession of the facts, and on the basis of all the testimony arrive at the truth.

(4) He must be accurate. In his own terms and written comments he must be precise; and in his recording of data there must be no slip. Along with this quality goes that of alertness. The chance remark taken as a clue often leads to a better understanding of a problem than does the actual answer to a formal question. The skilful surveyor is ever on the alert for just such clues, and follows them up with additional questions not on his schedule.

(5) He must be sympathetic with the attitudes and experience of the people he is to study. The high-church Episcopalian must not judge the Baptist church nor the Baptist the Episcopal church by his own standards, but by those the church has set up for itself. Prejudice, even though it does not interfere with the taking of an accurate count, must be avoided lest it cause results to be undervalued.

Where can people with such qualifications be found? A few may come from among the leaders of each church. In house-to-house censuses, particularly, college and upper-grade high-school students have been found useful, especially if their training has included any social science, and young people recently out of school have often given valuable service.

TRAINING CONFERENCES

The workers secured, several training conferences should be held to familiarize them with their task. The qualifications of the successful surveyor should be emphasized. The survey schedules should be read over, and the reasons for the various questions should be explained. Every effort should be made to stimulate the surveyors to ask questions. For purposes of a house-to-house religious census, it has been found useful to stage an interview in front of the prospective canvassers. A member of the group impersonates a woman receiving a call from two of the best surveyors. She is not pleased at being interrupted, and is suspicious of the purpose of the interview, and thus draws out from the surveyors their best explanations of the objectives of the enterprise and the meaning of the questions. The happy ending should be the recalcitrant lady's complete and cheerful surrender to the efforts of the surveyors. After this staged interview each prospective canvasser should fill out the card for his or her own family, a process which will give opportunity for more

questions. At the final session, the whole plan should be quickly rehearsed, time should be given for the asking of last-minute questions, and the allotment of territory should be made.

PREPARING THE COMMUNITY FOR THE SURVEY

Preparing the community for the survey means publicity. The better the publicity, the easier the task of the surveyors will be. If the news is broadcast through the community, there will be little or no opposition. Rather, the coming of the investigators will be awaited with interest. Publicity means more than newspaper articles. The plan should be announced in church and school. Indeed, if the churches are concerned in the study, the minister should make extended announcements and use his parish paper, if he has one, to follow up. If possible, the survey committee should have an explanatory statement read in each of the organizations of the community, from the Ladies' Aid to the newest lodge. Here the entire committee can help by using their own local contacts.

The newspapers will almost certainly assist. The survey is news; editors will be glad to aid the committee by running a few brief articles, and probably an editorial endorsement. Two or three such articles, the last giving a general story of the plan of the survey, may be run. The general purpose of these stories, as of the other announcements, should be to explain. The survey may be compared to an inventory or stock-taking. The word census may be employed to advantage. A story or two of actual results in other places may profitably be used. The emphasis should be upon the benefits that may result if the survey findings are utilized by the community. The word "investigation" should be avoided.

CHAPTER III

The Community Survey

The community survey, the purpose of which is to obtain and to analyze those facts about the economic and social life of the community that may affect the status of the church and influence its program of activities, will be discussed in this chapter.

It is assumed that every community has some center of activities. Of two-thirds of the communities in the United States, it may be said that the center is a town, a village or a hamlet. Virtually all the towns and a large majority of the villages are incorporated. A community usually has many major activities, such as trade, education, religion, and social life; but within a community there are sometimes minor centers that have only two or three major activities. These are called "neighborhoods." When a center has at least four or more major activities, it is safe to consider it a community.

FIXING THE BOUNDARIES

It may not be easy to ascertain the boundaries of a community or of a neighborhood; but it should be easy to ascertain the boundaries of a town or a village that is the community center, or those of a hamlet that is the neighborhood center. The boundaries of incorporated places are fixed by law; but the problem is to ascertain the boundaries of the entire area over which the activities of the group interested in the survey should extend. This area, which the surveyor is under the necessity of discovering, should include the center and all the outlying territory in which a majority of the residents participate in the major activities of the center.

The most inexperienced canvasser can tell when he begins to find that a majority of the families called on trade and worship in some other community or neighborhood center, which means that he has crossed that mystic line known to sociologists as a "community boundary." With this information, the tentative boundaries laid out as indicated on page 23 can be corrected. Where no house-to-house enumeration is contemplated, these tentative boundaries can be corrected by following each road leading out from the center. The surveyor should stop at every third or fourth house as he nears the tentative line and ask the people where they trade, where they worship, or where they send their children to school; thus

checking the testimony he has gathered in the center. If the schools are in session, a simple questionnaire submitted to each child above the third grade will bring the desired information, provided, of course, that each child is required to indicate exactly where he lives. If the result obtained shows that the community approximates township lines, its boundaries may be considered those of the township. Where this is possible, it will greatly facilitate the gathering of much of the information, especially that concerning matters of public record. With the community delimited in any of these three ways, the investigator, schedule in hand, may begin to study the area.

THE SCHEDULES

The sample schedules [1] included in this book should make clear some of the points already discussed. As previously stated, these schedules were adapted from some used by the Institute of Social and Religious Research in a study of the American Agricultural Village, which at the time of writing this is still under way. Since they have also been used in more than one hundred communities, besides those included in the survey for which they were originally designed, it is probable that they can be used or adapted for use in any community survey made by a group representing the church in a rural area.

The schedule at the end of this chapter covers certain of the larger aspects of community or neighborhood activity. A schedule like this can be used in a single community or in all the communities of a given area, such as a county. To gather together in one report the data for the entire area would be simply a matter of tabulating the results from the reports of all the individual communities.

The opening lines on page 1 of the schedule identify the community. Any surveyor using the entire community schedule should fill in the date of his inquiry and the names of the community and of the county. The completed schedule for a given community should have every question on this and every other page answered.

THE POPULATION

On page 1 of the schedule the first item of importance relates to the population of the community. For any incorporated center, the census figure on population is the basic one; but if any considerable time has elapsed since the taking of the census, the figure should be corrected after consultation with such persons as the postmaster, the assessor, the members of the election board, and the

[1] Sets of these schedules may be purchased from the Institute of Social and Religious Research in any quantities needed.

school superintendent. Unless the boundaries of the open-country territory coincide with the boundaries of some unit recognized by law, the same process will have to be gone through in estimating the population outside the center. The population of the center and that of the country should be separately computed. The population totals of the two groups are important. Later it may be significant to discover whether either group has its proportionate share of the offices in social organizations or churches, and what proportions of the two elements in the community these and other institutions and agencies reach. For similar reasons it is well to ascertain the number of foreign-born and the number of Negroes in the community. The census bureau will, if requested, give information on these two points based upon a census unit such as a borough or a township.

NEIGHBORHOODS

The first page of the schedule also asks for information as to neighborhoods. A neighborhood is a minor center in the county. It is usually organized loosely around some church, school or grange hall, or is held together by some family tie, or staked off by some topographic feature. Social groups are also important. They are frequently racial. The Negroes, or members of some foreign-born group, separate themselves from the rest of the community, have their own churches and social organizations, perhaps even their own stores. At times, because of lack of good will between town and country, the farmers form a social group on an occupational basis, the existence of which affects every social process and organization. In an Ohio county a neighborhood was alluded to elsewhere in the county as "queer." The survey showed that the inhabitants, some five hundred in number, all came from the same region in the southern mountains and, moving north, had taken over a particular area in the community. Their new neighbors did not understand what had been happening, nor did they understand the people who had come to live among them.

STUDYING THE ECONOMIC SITUATION

After the questions intended to secure basic information in regard to population and neighborhoods, the schedule enters into an examination of the various phases of community life that are of social interest. The economic situation is of fundamental importance. In the average rural community, it may be considered under three major heads: agriculture, industry and trade. Trade includes all the services which the center sells to its own people and to the people in the outlying territory. The type of farming is of im-

portance, because each type produces characteristic group experiences and labor conditions quite different from those produced by other types. Dairying requires work seven days a week, wheat growing means for the workers long months with little to do and other periods of feverish activity. Where there is truck raising, many migrant workers will frequently be found in the community for a considerable part of the summer. All these distinctions have meaning for the social worker and for the minister. A shift to dairying from a different type of farming may call for an adjustment in the hours of service. Wheat growing may develop a need for the organizing of a welfare ministry to the harvest hands. Trucking offers an opportunity to serve whole families that have come out from the city. The proportion of farm operators who are owners or tenants indicates something as to the stability of the population, the productivity of the soil, and the opportunity of the church. It has been found that tenants move more frequently than owners and are harder for the church to reach. With the figures asked for at this point in the schedule, it is possible not only for the social worker to read the economic signs of the times in his community, but also for him to determine whether his agency is reaching owner and tenant with the same degree of relative effectiveness.

The question at the top of the second page of the community schedule, relating to local farm values as compared with those of the county as a whole, is important because it makes possible the use of the county census figures for comparative purposes. It is always best to get the local figures from the county agent of the Department of Agriculture. In a number of counties there have been farm income studies, and if such exist for the county in which the survey is being made, the results should be used in answering the question on that point. If no such studies have been made, the county agent may be able to estimate farm income. These data are of importance because they furnish a rough index as to what support the community can afford to give to progressive social movements. The questions about farms that have changed hands are intended to discover tendencies at work in the community. Are the sellers of farms retiring to the local center, or to the city? Are buyers local people or relatives of the sellers who may be expected to sustain the traditions and institutions of the community, or are they new people who need to be welcomed and assimilated?

The two questions regarding town and country relations, which appear immediately above the table on page 2 are questions of opinion, and should be asked of numbers of people, including both townspeople and farmers. These questions are designed to disclose the attitudes of the town and of the country toward each other, and

thus perhaps, if inharmonious relations exist, to discover ways of improving them.

The table on farmers' coöperatives on page 2 was inserted because of the present keen interest in this subject. It furnishes a rough measure of the degree to which the farmers of the community are socialized, at least in their economic relationships, and it often bears on the question of town and country relationships.

INDUSTRY

The third page of the schedule is devoted to industries. Following closely the United States Census definition, an industry may be considered to be an establishment, employing more than one worker, that manufactures any product from raw material, or that receives any product for assembling, grading and shipping.

In keeping with the census practice, tailoring, shoemaking, dressmaking, blacksmithing, tinsmithing and the like are not included here as industries, even if more than one hand is employed. Shoe factories or other large concerns manufacturing to meet quantity orders are, however, included.

The information called for on page 3 of the schedule furnishes data for measuring the degree of industrialization of the village. It shows whether industry is drawing laborers from the farms, and gives some idea of the economic opportunity the community holds out to its young people. The type of industries shows whether skilled labor is needed.

The schedule calls, in addition, for information that can be compared with the other economic data in arriving at a general evaluation of the social situation. Answers to the questions on this page may quite possibly convince the surveyor that still other information is necessary. For example, if a large number of employees come regularly from farm homes, it will be important to find out how this affects agriculture.

Other questions might well be added to this page to disclose just when each industry was established and whether it is controlled by local or non-resident capital, the point of the latter question being that non-resident owners are less likely than local ones to think of the ultimate welfare of the community in formulating their policies.

No questions are asked in regard to trade; but the local surveyor may well wish to go further than the schedule in discovering changes that are taking place in the life of the community. A list of the town's available facilities in 1900, another for 1915, and a final list for the year of the survey might be most revealing. Local or county directories or tax lists are among other sources that will show whether local enterprise is succumbing to the tendency toward national merchandising evidenced in the chain store.

FACTS OF LOCAL GOVERNMENT

The fourth page of the schedule attempts to discover what services the various governmental units perform for their population; how much those services have cost in the current year; and how that cost compares with the figures of five or ten years before. With these as basic data, a number of significant comparisons can be made. The per capita tax of village and of country may be compared. The totals can then be broken up so that the component items, such as the school taxes, can be studied from the point of view of the opportunity for the country child as compared with the child at the center. Such facts are often useful in campaigns for the consolidation of schools. The rate of increase in government expenses may be compared with the rate of increase in bank resources called for on the next page; and both of these may be checked against the records of church finance for individual churches, or for all the churches of the community.

SOCIAL LIFE

Page 6 is designed to give the surveyor an understanding of the organized social life of the community. Church organizations should not be included on this page; but, even with this limitation, it is frequently necessary to use two pages in a mere listing of the clubs and societies in a rural community. The date of organization is asked for, to discover whether similar organizations were formed in the same period. In this way the trend of recent formal social life can be detected. The membership and attendance questions are to discover the hold of these organizations upon their own membership and upon the community. The contributions each makes to community life are recorded to show what recognized social needs in the community are being adequately met. Expenditures are asked (eliminating insurance payments) to find out how much the community is paying for its formal social activities. This total, added to the amount raised by taxation and by the churches, represents the total outgo for the general good of society. To obtain the information for this page involves a considerable amount of work. Leaders of both sexes will have to be consulted, since as a rule no one person, unless it be the newspaper editor, will be able to furnish a list of all organizations.

Page 7, and especially page 8, gather in one part of the schedule facts about the total social life of the community. The questions on page 8, and at the bottom of page 7, will bring answers that cannot be precisely tabulated; but for the purpose of formulating a program for a given community they are most revealing.

The fact that this schedule contains no section on health is simply

testimony to the difficulties encountered in securing social data. In the first draft of the schedule, a number of questions on this subject were inserted after consultation with authorities in the field of public health. They have been omitted because in actual practice it was found that they netted no information of significance. Death rates were distorted because many old people had returned to the home village to spend their last days. Birth rates were found to be unreliable, not only because of a growing tendency for maternity cases to be handled in county-seat hospitals, but also because of the practice of some mothers of returning to the parental home for the birth of their children. In some communities no special appropriation was made for health activities. Such expenses as were incurred were combined with the item "miscellaneous expenses" in the village budget. For this and a number of other reasons, questions on health in the schedule here presented are reduced to a minimum. The explanation of this particular point has been elaborated to bring out the fact that in many of the newer phases of interest in the field of social work, the investigator will find it difficult to procure information that seems of fundamental importance to him. This means that schedules will have to be arranged with some degree of flexibility, that the limitations must be frankly recognized, and that the surveyor must be willing to record in brief factual statements information that cannot be reduced to the tabular form of the survey schedule.

The questions on page 9 were framed to discover who are the persons of influence in community affairs. What the surveyor writes on this page must represent the opinions of a number of people. In the column headed "Source of Influence" the surveyor will set down whether the person's influence is traceable to wealth, family, professional position or other source.

No questions appear in regard to the school, because in the study for which this schedule was prepared a special school schedule was used, the chief purpose of which was to obtain data showing the social contribution of the school to the community over and above the teaching of the conventional subjects. This schedule, which is believed to be self-explanatory, is reproduced following the community schedule at the end of this chapter.

A final caution may be given. No surveyor should attempt to have every person he interviews answer every question on the schedule. Some persons questioned, such as school superintendents, ministers or doctors, may be able to answer all the questions. For the most part, however, economic data will have to be secured from the banker, the tax collector, the county agent; social data from the officers of the different organizations; health data from a doctor or nurse. Where there is a newspaper editor who is cordial and coöperative, the whole schedule may be tried on him; but his testi-

mony should be checked with that of other persons, because a local newspaper editor is almost always a promoter and an optimist.

The schedule here analyzed attempts to cover only the main aspects of the community life. It is a reconnaissance. It treats no topic exhaustively. In its completed form, it is little more than a starting point for an intensive topical study for those who are vitally interested in just one aspect of community life. But the data it will obtain will furnish a background, and will hold basic facts of value in the understanding of any given social situation.

COMMUNITY SCHEDULE

Com. 1

COMMUNITY SCHEDULE

Date .....

Name ..... County .....

Dimensions ..... Names of post offices.....

No. rural routes.....

Number of	Population: Vill.	O. C.	Total	Neighborhoods: Name	Pop.	Characteristics
Native-born						
Foreign-born						
Negroes						
Total						
Households						

SOCIAL GROUPS

	No.	Characteristics
Negroes		
Foreign-born		
Farmers		
Others (specify each)		

ECONOMIC

Type of farming, general, truck, dairy, etc.....

Approximate number of farm-owner operators..... Approximate number of farm tenants.....

Proportion of American-born operators..... Proportion of American-born tenants.....

Proportion of foreign-born operators..... Proportion of foreign-born tenants.....

Proportion of negro operators..... Proportion of negro tenants.....

Predominant number of owners are in what type of farming?.....

Predominant number of tenants are in what type of farming?.....

Do foreign-born tend to follow one type of farming?..... If so, which? .....

Average size of farms (mode)..... Range in size of farms.....

If significant give this for each type of farming.....

How does the average farm value in this community compare with the average farm value for the county as a whole? It is the same?..... .....% above the county average. .....% below this average?

Average income per farm for owners and tenants by different types of farming .....

Does tenant rent for cash or kind, or both .....

Give average rental.....Length of Lease.....

What % of farms have changed hands in the last { year..... / 5 years.....Who has bought them.....Where do sellers go?.....

Is there a feeling of coöperation between the farmers and the business men in the village or city center?.....

In what way is this feeling or its lack manifested?.....

Name	Commodity	Buy or Sell	Farmers' Coöperatives			Are coöperators bound by contract?
			Stock or non-stock	No. patrons	Dividend by profit or patronage	
1.						
2.						
3.						
4.						
5.						

Does Grange, Farm Bureau or other organization buy or sell coöperatively? .....Give details .....

INDUSTRIES

Name of Firm	Product	No. employed			Races	Per Cent. of each Race	No. from farm homes		Hours (non-clerical)	Shifts	Wages (non-clerical)
		Men	Women	Minors			Regular	Seasonal			

Give itemized budget for current year and for five and ten years ago for the municipality or municipalities being studied, by major divisions such as schools, library, board of health, municipal government and public utilities, such as village-owned water or electric light plants.

VILLAGE

Total assessed valuation..... Total taxes, last completed fiscal year.....

Tax rate..... Assessor's, banker's and realtor's estimate of ratio of appraisal to value.....

What banking facilities has village?..... Do farmers use local banks?..... The Federal Land Bank?.....

Total checking and saving fund deposits in each local bank

	BANK		BANK
Present	1.....	Same date five years ago	1.....
	2.....		2.....
	3.....		3.....

LIBRARY

No. of books owned..... % fiction..... No. of books acquired past year..... % fiction..... No. of borrowers in village.....

In country..... Is library free to country borrowers .....

Circulation past year	Non-fiction	Fiction
Adults	.....	.....
Minors	.....	.....

Hours ..... Salaried librarian?..... If so, amount of service.....

Describe any coöperation (a) from any local agency.....

(b) Any county or State agency.....

Extension Activities—

SOCIAL ORGANIZATIONS

Name	Date Organized	No. of Members		No. of Meetings a Month	Average Attendance	Per cent. Members from Country	Expenditures past year	Own Hall?	Organized or Reorganized within 3 years	Contributions to Community Life
		M	F							

All such organizations as lodges, Red Cross, Parent-Teacher Association, Grange, Farmers' Union, American Legion, Chamber of Commerce, band, orchestra, singing society, labor union, athletic club, etc., should be listed on this page. Note the interest and objective of important organizations.

CHARITIES AND CRIME

How much occasion is there for local relief?.....

Reasons .....

How is relief administered by any of the following institutions:

Public agency .....

Community organization .....

Red Cross .....

County relief organization .....

Undenominational society .....

Church, or church society .....

Other .....

How are public charges cared for?.....

OTHER COMMUNITY ACTIVITIES

Is there a local board of health?..... Public health nurse?.....

What county health agencies serve the community?.....

How many dance halls?..... Pool rooms?..... Bowling alleys? .....

Moving-picture theatres?..... Number of performances a week? ..... Attendance? .....

Is attendance at moving-picture theatre greater or less than two years ago? .....

Name any public or semi-public buildings used for recreational purposes (whether free or public).....

.....

Under what auspices are organized athletics conducted?.....

.....

Is the line-up for elections determined by political issues?..... If not, explain the factors at work.....

Name any work undertaken by any agency within the last two years along any of the following lines:

Civic (as community improvements, work, etc.)

Industrial or agricultural (as initiating coöperative movements in credit, marketing, road building, etc.)

Social or recreational (as play festivals, athletic competitions, picnics, socials, etc.)

Educational (as institutes, conferences, study classes, lectures, lyceums, chautauquas, etc.)

Cultural (as pageantry, musical, dramatic or literary entertainments, etc.)

Celebration of festivals, national holidays, local anniversaries, etc.

Record any dormant or abandoned attempts along these lines of which you hear and your appraisal of situation

PERSONS OF INFLUENCE

Name	Occupation	Approximate Age	Nationality	Time in Community	Member in what Church	Source of Influence	Field in which exerted	Quality of Influence

Leaders are to be found within the various social groupings and in such fields as politics, education, community welfare, recreation, culture, etc. Give brief characterization of those whom you consider the outstanding persons of influence.

SCHOOL SCHEDULE

SCHOOL SCHEDULE

Sch. 1

Name of Community..... Date.....
Name of School.....
Material of building..... Condition .....
No. of rooms..... Auditorium? .....
Kind of artificial light..... Is window light from pupil right.....left.....back.....front.....
Other equipment:
Piano ..... Organ ..... Phonograph ..... Phonograph records .....
Library No. of reference books..... No. of other volumes.....
No. of books secured last year.....

ENROLLMENT AND ATTENDANCE

School	Total Enrollment					Attendance	Remarks
	Boys		Girls		Total		
	Village	Country	Village	Country			
Elementary grades (1–6)							
Grammar grades (7–8)							
Total for grade schools							
High school (1)							
(2)							
(3)							
(4)							

Length of year in days..... Is this a consolidated school?.....
If so, how many districts were consolidated, or how many schools closed? .....

TEACHING FORCE

Grade or Subject	Sex	Graduate this School	Approximate Age	Training No. years beyond 8 grade	Years Experience		Salary per Year	How far from school does teacher live	Member of what local welfare organizations	Part taken in its work	Other Occupation
					In former positions	Here					

Nationality of any large proportion of pupils for school as a whole.....

Race	% of whole enrollment	Characteristics

Of last graduating class how many are in agricultural college?.....Other college?.....Normal college?.....Business school?.....
Other institution?.....(Specify).

PUBLICITY

Does the superintendent or supervising principal report through the Parent-Teacher Association or other semi-public source?.....
Kind and amount of publicity in the local newspaper.....
Who directs school publicity?.....
Remarks: .....

HEALTH

Is there a school physician?.....Nurse?.....Regular health examination? .....
What defects are most commonly found?.....
Is there a school clinic?.....Daily school lunch?.....
What epidemics have there been during last five years?.....

SCHOOL ORGANIZATIONS

Kind	No. of Members	Purpose	Remarks
Football team			
Baseball team			
Basketball team			
Other athletic team			
Band			
Orchestra			
Chorus			
Audubon Society			
Literary Society			
Boy Scouts			
Girl Scouts			
Other Organizations			

Is there transportation at public expense?.....If so, give type of conveyance.....No. of conveyances.....
Name any parochial or private schools.....No. of children attending.....

CURRICULUM

To what extent are the following subjects taught?

a. Nature study .....
b. Domestic Science .....
c. Elementary agriculture .....
d. Manual training .....
e. Music .....
f. Civics .....
g. Thrift .....

What special means are being employed to develop initiative, leadership, and coöperation?.....
Do the curriculum and program of the school tend to develop community-mindedness on the part of the students?.....

THE SCHOOL AS A SOCIAL CENTER

Number of entertainments given a year.....Character of each (specify) whether debates.....concerts.....pageants.....
plays .....others (specify).....
To what extent are these attended by parents?.....
Other purposes for which the building is used.....
Is there organized adult education such as night classes, etc.?.....for native or foreign-born.....(describe).....
Striking advantages of school.....Deficiencies and needs.....

CHAPTER IV

The Topical Survey

The phase of social survey work known as the "topical survey" is one that covers intensively some one limited field of investigation such as the church as an institution, religious education, recreation or health. This type of study seems destined to grow in importance in the coming years. Studies thus far made have pretty well explained the structure of community life, and have gone as far as is possible at present with the general analysis of social institutions. In the general field future surveys are likely to proceed along the line of more thorough-going studies of particular phases of interest and function.

Such a survey calls for the strictest definition of the purpose of the study. It requires that every question be carefully analyzed to make sure of its precise relation to that purpose, before it is included in the schedule. The general principles that govern the preparation of its schedules are not, however, different from those already discussed.

It is obviously impossible to outline in detail various schedules for each of the scores of topics that may be chosen for intensive study. The best that can be done is to show, by a discussion based on a schedule prepared to cover one particular field intensively, the general trend which such surveys may take. This schedule covers a study of the institutional life of the church. It is the most usual, and the least difficult, type of topical survey that may be undertaken.

STUDYING THE CHURCH

The purpose of the main discussion in this chapter, and of the schedule on which it is based, is to enable the investigator to do for the church something not unlike what the efficiency expert does when he studies an industrial plant or a social agency. The schedule presented at the end of this chapter is intended for use in what is essentially a topical survey of the church as an institution. It deals with such concrete things as time, money and persons enrolled. The result should indicate the present status of the church, and should afford data on which to formulate its future program.

RATING CHURCH ON THE "PAR STANDARD"

All the questions in this schedule are important as bearing on church status and program; but the numbered questions are those that must be answered before the work of program-building can begin. These questions, to the number of fifty, cover all the points of the so-called "par standard" for town and country churches. This standard was originally prepared by the Interchurch World Movement after much consultation and preliminary work. It represented the judgment of its survey workers, and of mission board executives, as to what level of equipment and work a successful rural church might reasonably be expected to attain. The original standard contained but twenty-five points. It was amplified by the Institute of Social and Religious Research, as a result of its study of the most successful town and country churches that it could find anywhere in the United States.[1] This standard has been adopted by several denominations or divisions of denominations. The very general use of the "par standard" in evaluating churches justifies the inclusion of this yard-stick in the present volume. In it the various items of the standard are subdivided to permit of more careful analysis. Each subdivision can be checked separately. When any church has been rated by this standard, the points on which it fails to qualify indicate what should be the next steps in its program. The results will also enable the local leader to compare his church with other churches similarly situated.

CHURCH FINANCE

Pages 2 and 3 of the schedule have to do with finance. It is important to ascertain the sources of church support and to analyze the distribution of the expenses and receipts. The very putting of the facts on paper may suggest changes in the system employed. Do the benevolences equal one-third of the total budget? This ratio is only very slightly above the national average for town and country churches of all denominations. If benevolences fall below one-quarter of the total, it means that the budget distribution needs careful study because the average rural church in America can support itself on three-quarters of its income. Moreover, the mere filling in of the items of current receipts may indicate that too great reliance has been placed upon such casual sources of income as church fairs and suppers.

Current figures on per capita giving may be compared with corresponding figures for the region in which the church is situated, as shown in studies by the Institute of Social and Religious Research, or

[1] Brunner, *Tested Methods in Town and Country Churches* (Institute of Social and Religious Research).

with the figures for similar churches within the immediate vicinity of the one under investigation. Such figures can usually be obtained from denominational yearbooks.

If the records exist, finance is one of the subjects that may well repay historical study. Per capita contributions over a period of years may be worked out, and their increase or decrease compared with the increase or decrease of bank deposits or school expenses. The relation between total budget and fluctuations in membership offers another comparison that may be arresting. Material for a stewardship campaign may be obtained by reducing contributions to terms of purchasing power, in order to find out whether gifts have shown an increase in total purchasing power or only in dollars. The facts called for in this and in the previous paragraph lend themselves readily to charting.

A really intensive study of finance can go further. One of the methodological studies of the Institute of Social and Religious Research [2] has shown that there is a positive correlation between farm values and the contributions of members to the church. The correlation is only slightly less between farm income and contributions. These two factors have a marked degree of relationship to contributions not only in open country but also in village churches. The church's interest in economic conditions becomes at once apparent. In a survey of an area as large as a county, the average donations of the members of each church may profitably be compared with the value of the farms in its community.

THE CHURCH PARISH

The first question on page 4 should yield data disclosing the extent of the service of the church. In many parts of the country, churches too easily take on a "class" atmosphere, many churches, perhaps without their members being aware of the fact, enrolling only persons from certain groups. The best way to ascertain whether this is the case is to take the church roll and go over it with some one who knows the membership well, in order to find out under just what occupational group each wage earner falls. The proportion of the membership in each group can then be compared with the proportion of residents in each occupational group in the community as disclosed by the house-to-house census. If no house-to-house census has been taken, a rough checking of the results with the number of workers employed in certain industries may show whether or not these workers are adequately represented in the church.

The results of this comparison, together with the analysis called for on page 5 of the schedule, make the evangelistic task of the

[2] Fry, C. L., *Diagnosing the Rural Church.* See especially chapters ii, iii, and vii.

church very definite. When such a study is complete, it should be possible to say, for example, that a disproportionately large number of skilled and unskilled laborers among the men between the ages of twenty-one and forty-five are outside the influence of the church.

Some of the numbered items on pages 4 and 5 may require explanation. Question number 21, "A definite assumption of responsibility with respect to some part of the program, by at least 25 per cent. of the members," this proportion of the membership has accepted responsibilities which call for giving time regularly to the church. Such responsibilities would include serving as an officer or active committeeman of some organization, leading a boys' or girls' club, teaching in the church school or similar service. Question number 22, on systematic evangelism, asks whether the church is making any carefully planned effort to reach those who have not been reached. If there has been no more consistent effort than a hit-or-miss evangelistic campaign, the answer to this question should be "no." The facts revealed in the answer to question 24 may show, as is not at all uncommon, that the church does not reach as far into the country as the social organizations of the community. To qualify in the part of the par standard test represented by this question, a church must be visiting and trying to enlist the people living in the community's "no man's land."

ANALYZING CHURCH MEMBERSHIP

A non-resident member is considered in the questions on page 5 to be one who resides outside the community, but who contributes to the church and keeps his membership there. A non-active member is one who resides within the community, whose name is on the church roll, but who neither contributes to the support of the church nor attends regular service. An active member is one who attends at least occasionally and who pays at least the minimum church dues.

In order to procure the detailed analysis called for on this page it is necessary to consider the church roll name by name. A stroke may be made on the appropriate line for each person. Thus, if Arthur Archibald, Sr., is the first name on the list and if he is a village resident over forty-six years of age and an active member, a stroke should be made on line five and another on line six under village. Arthur Archibald, Jr., perhaps, is also a resident active member and should be so marked on line five, but being less than forty-six years old and a resident in the country, a stroke should be made for him on line seven under country. A country church with few village members may use the large space for its country members, changing the headings with ink.

On the same page, the fifth section, which is devoted to "meetings," stresses the item of attendance. Dr. Fry's *Diagnosing the Rural Church* (chapters v and viii) demonstrates that the attendance figures are of importance, since they can be made to show *the amount of time* people invest in the church. The claim is made that this is a fairer basis for the comparison of churches than the amount of money people contribute; for people have more nearly the same amount of time than the same amount of money. From the information called for on this page, it is possible to work out the average monthly time contribution of each member.

RELIGIOUS EDUCATION

The questions on religious education on pages 6 and 7 call for the minimum data for understanding the bare structure of the church's religious educational work. This is a phase of local church activity that has been too largely neglected; and the possible further analysis of the religious educational situation will therefore be dealt with later in this chapter.

ORGANIZATION AND PROGRAM

The seventh section of the schedule, on page 8, needs to be fully understood. Before question 38 can be answered in the affirmative, there must be a definite setting of objectives for the entire congregation, and for each of its various subsidiary organizations; and those objectives must be adopted by the entire congregation at its annual business meeting. An affirmative answer implies that each subsidiary organization shall have taken account of stock and decided what its best contributions for the year ahead are to be. The question on community service that follows is technical in its wording. In a sense, anything that a church does is community service. But this question asks about activities other than those of worship and religious education, such as a recreational program and matters of similar nature, most of which are week-day activities. It is to week-day activities also that question 40 refers.

CHURCH ORGANIZATIONS

The page devoted to church organizations, other than the Sunday school, closely resembles the page devoted to social organizations in the community schedule; and some interesting comparisons may be made of data on the two subjects. For instance, do the church organizations reach a greater number of country people in proportion to the population than the social organizations reach? Do the church societies appeal to the women of the community and

the secular organizations to the men? Are the boys and girls as well cared for by the church as by the community at large? Is the time investment in the church societies greater or less than that in the secular social organizations and clubs? If the answers to these questions show a result unfavorable to the church, they may also suggest remedial steps, or at least indicate the need for an intensive study of the situation. It would be interesting to compare the membership lists of churches and social organizations; or at least the lists of officers of these and of church societies, to see how far memberships and leadership are overlapping.

It is possible to intensify the study here detailed by delving into the history of the church; and, where adequate records exist, this is highly desirable. It is not called for in the outline here used because so few churches have records covering a period of years. The carelessness of American Protestantism with the historical material of its development is one of the black marks in its record.

FOLLOW-UP STUDIES

There follow two illustrations of other possible topical studies, which are not, however, accompanied by schedules. These studies, which are merely sketched, are rather complicated. They are not offered with the suggestion that they be included in the ordinary survey by a church group in a rural area, but only because it may occasionally be found desirable to make them.

It is often possible to carry on more intensive studies of this kind over a period of years, selecting each year some feature or features on which information would be particularly useful.

RELIGIOUS EDUCATION

A topical survey of the kind now under consideration should always have the background afforded by a community survey. It is the most difficult phase of social study for the local community to undertake unaided. If at all possible, some expert advice or assistance should be obtained. If a study of religious education in the community as it relates to the local church were undertaken, it would call for an expansion of the section of the schedule on the same subject in the topical survey of the church as an institution. It is now assumed that the data called for in that schedule, which appears at the end of this chapter, has already been obtained. With these data in hand, the study may be extended to cover another topic, that of religious education in the church, for example; and the inquiries would then follow such lines as these:

What organizations in the church are doing religious educational work? What is the membership and program of each? Is the total

religious educational work of the church coördinated, or does each agency work separately? What organizations in the community, other than those of other churches, are doing work in the field of religious education? Describe the objectives and the work of each. What is the relation between the work of each of these agencies and the work of the church? What is the enrollment of the church school by age and sex groups? (List the enrollment for each year of age separately up to twenty-one years.) How many of the pupils come from homes of members of this church? How many from the homes of members of other churches in the same community? Of churches in other communities? How many come from the homes of non-church members? Analyze the age and sex distribution of the church school membership according to the answers received to the questions on the relation of the parents to church.

What lesson system is used? How long has it been in use? Is it considered satisfactory by the teachers? Do other churches in the community use the same system? Are there any interchurch conferences on courses used? Is there any coördination between the lessons in the church school and the activities of the students in the church on week days? Is there any such coördination with activities of community organizations? Describe any such coördination in either or both of these cases. Is there drill on the catechism of the church? If so, to what grades given? By whom? How long? If not, is there any instruction in the doctrine of the church? In the doctrines or characteristics of churches of other denominations?

Is there any week-day religious education under the auspices of the church school? Is it given for public school credit? What grades receive instruction? Who gives it? Are instructors paid? By whom? What textbooks are used, if any? If none, what subjects are taught? Where is instruction given—in church or in public school? How often do classes meet? Is average attendance at class equal to average attendance of corresponding class in public school?

Is there any instruction of teachers in methods of instruction? In content of lesson? How is this instruction given? When? By whom? Name methods of instruction used in classes such as the reading of stories, the use of memory tests, of contrast of true and false tests, use of "problems," of map and chart study, etc.

Is there a church school library? How many volumes? Average monthly circulation? Type of books included, as biography, missionary, travel and adventure, biblical or social purpose novels, etc. Do teachers refer pupils to volumes in library? Is there a branch of the state travelling library in the church or the church school? Is there a workers' library? Does it include those books referred to in lesson series? General biblical and social reference works?

Books on teaching method as applied to the church school? Is there coöperation with local library in securing books needed by teachers?

What materials of visual instruction are used? Mention such as wall maps, charts, pictures, picture cards for individual use, reflectograph, stereopticon, moving-picture machine, etc. Is visual instruction limited to biblical subjects, to religious subjects? Or do pictures used also emphasize masterpieces of art? Are biblical card games used? Sand tables? Clay modeling? Paper cutting? Other forms of handwork?

Another section of the study should deal with the organizations and organized activities on week-days, and might cover literary, musical, athletic or other recreational organizations, seeking to learn in each case what the activity was, what group was reached, how great was the response, and what the relation was between each particular piece of work and the main purpose of the school.

The organization of the school should also be studied, its officers named, their duties listed. The duties, with respect to the school, of the board members and others in the church, should be recorded and the system of record keeping explained. The finances of the school might be considered under this head, and a copy of the last year's budget obtained. It would be important to find out whether the church helped finance the school or vice versa. There should be careful differentiation between expenses for various types of benevolences and the costs of running the school itself.

A study of the teachers and of the technical organization of the school is important. Are teachers supervised in their work by the superintendent? Are substitutes regularly available? Is substitute provided with outline of regular teacher's work? Are teachers placed according to any plan? Describe the plan. Are teachers regularly installed with a ceremony as a recognition of the importance of their services? How many of the teachers in the church school hold other offices in church? In the community? How many are also public school teachers? Are there any requirements which a teacher must meet before being accepted? If so, what? How many of the teachers have graduated from grammar school? From high school? From normal school? From college?

Additional sections of the study might cover the attitude of the teacher toward his work, his reasons for beginning teaching, his methods, his hold on his class. The organized Bible classes might also receive some special treatment; so should the relations of the school to other agencies, such as the district and county Sunday school associations, the Young Men's Christian Association, Boy Scouts, Christian Endeavor and others.

The best example of a topical study in the realm of religious education is that made by Dr. Walter S. Athearn in Indiana. The third volume of the report of this survey is given over entirely to

the schedules used. These schedules cover more than 250 pages, twice the size of those used in this book. The survey concerned itself not only with the local church, but with religious education in the community and in the home. There was also a study of the general supervisory and promotional agencies related to the church school. Any one who wishes to embark upon this sort of study is referred to this volume, from which he can easily gather additional questions. In the two volumes which deal with the results of the study, the reader can also observe the use to which the results procured from these schedules were put. By comparing these two volumes with the third, he can discover what data were secured but not published; and thus he will gain some idea of the way in which the author weighted the values in his own study.[3]

RECREATION [4]

Recreation is a subject of increasing concern to parents, and of increasing importance to all social agencies, including the church. The recreational material on the community schedule already reviewed gives a bird's-eye view of the situation. The questions asked on the house-to-house card [5] shown in chapter vi, record the recreational preferences of the people. The aim of a study covering this field intensively should be to list, far more carefully than in the survey of the church as an institution, the recreational facilities of the community, to compare them with the expressed desires of the people and to secure the necessary information for building a better recreational life for all groups. The phrase all "groups" is used to indicate that the recreational problem has to be looked at not in general but in particular terms. High-school seniors cannot be expected to enjoy playgrounds with swings and teeters. Children, young people and adults must all be considered separately. A possible line of inquiry is indicated in the following paragraphs.

Is there a school playground? Is it equipped with swings, teeters, etc.? Is it open for the use of the children in vacation

[3] Walter S. Athearn, *The Indiana Survey of Religious Education*, 3 vols. (Institute of Social and Religious Research). Many of the questions in the above section were taken from the schedules used in this study.

[4] The choice of recreation as a topic for consideration here, as a possible follow-up study, was largely owing to the fact that the study of the forty most successful town and country churches, conducted by the Institute of Social and Religious Research in 1922, showed that recreational activities constituted a large part of the service programs of these churches. See *Tested Methods in Town and Country Churches.*

[5] In addition to the questions on this card, the Institute of Social and Religious Research, in its study of the American Agricultural Village, asked each high-school student to mention his or her three favorite recreations. In a topical study of recreation it would be well to do this; and, in addition, to ask each school child to describe what he did with his free time (a) after school, (b) after the evening meal, (c) over the week-end. If any questionnaire is given to school children or others, there should not be more than six or eight questions; and these questions should be so simply phrased that they cannot possibly be misunderstood even if there is no one present to explain them.

periods? If so, with or without supervision? Are the children taught games they can play either on the playground or during the physical instruction period at school? Are there athletic teams at the high school? Name each. Are there inter-class games? Give the same information for the grade school, grammar school or junior high school as for the high school. State for each church whether it has a playground, organized athletics in the church school, regular socials for stated groups, for the church as a whole. Is there a Boys' Scout organization? A Girls' Scout? A Camp Fire Girls? Mention the auspices under which each of these work. Is there a Young Men's Christian Association? A Young Women's Christian Association? A 4-H Club? An agricultural club? In each case, give the membership and average attendance of such organizations.

List any athletic or social clubs outside of church and school, and give the membership and purpose of each. Is there a football field? A baseball diamond? Locate and describe each. Describe facilities for swimming, skating and coasting. Is the school open to the community for such recreational events as home-talent plays, musicals, pageants, dances? Describe any community-wide recreational events, such as community picnics or celebrations of Memorial Day, Independence Day or Labor Day.

How many moving-picture theatres are there in the community? How often does each one exhibit? Price of admission? What type of pictures is shown?[6] Are the shows such that decent people do not attend? What is the attitude of each minister toward the moving-picture business in the community? Is anything being done to procure better pictures (assuming that improvement is needed)?

How many pool rooms are there? How many billiard halls? By whom are these frequented? What hours are they open? How many dance halls are there? What nights are they open? What is the closing hour? Below what age are girls excluded? Do many people from outside the community attend? Has any attempt ever been made to hold public dances under proper chaperonage? Are there special dance pavilions in public amusement parks? What other amusements are offered in public parks? Is there a skating rink? Are parks well lighted? Policed? What reputation have they?

Are there state or local regulations covering lighting, fire protection and sanitation of places of commercialized recreation? If so, find out what such regulations are and whether they are obeyed.[7]

[6] Instead of this question, which in an actual survey would need a careful definition of the word "type," a list of the pictures exhibited over a period of from three to six months may be procured. With each title there should be a brief description. From this information an analysis can be made.

[7] See Margaret Byington, *What Every Worker Should Know about His Community* (Russell Sage Foundation). Though not a survey outline this work suggests lines which topical surveys might take.

A study along some such lines as these will reveal the recreational habits of the community, together with its assets and liabilities. On the basis of such information, a program may be built; and for the building of such a program, an organization like the state Young Men's Christian Association, Community Service Incorporated, the Playground Association of America (315 Fourth Avenue, New York City), or the Russell Sage Foundation (130 East 22nd Street, New York City), may be called upon for advice.

In some such fashion as this a survey of any topic of social interest may be built up. Others might include village administration and finance, industry, health, housing, the schools, the family, delinquency. Before embarking on any such study it is particularly important to discover what other studies have been made dealing with the same problem. After a study of these reports, and with the local situation in mind, the schedule may be drawn up and the survey processes described earlier in this book initiated.

CHURCH SCHEDULE

Located in village or country..... Date.....

THE CHURCH

Community .....County .....State .....
Name .....Denomination .....
Minister .....Address .....

EQUIPMENT

1. Parsonage comfortable.....with modern improvements.....rent free .....
2. Auditorium.....adequate to maximum attendance at regular services .....
3. Pipe organ .....piano .....
4. Adequate space for social purposes.....platform.....and movable chairs .....
5. Separate rooms.....curtained spaces for Sunday-school classes or departments.....
6. Moving-picture machine.....stereopticon facilities.....
7. Kitchen.....well kept.....dishes.....running water.....stove.....facilities for serving.....
8. Sanitary lavatories .....
9. Parking space.....horse shed.....
10. Condition of Church property.....exterior well painted.....roof in good condition.....interior suitably decorated.....
    lighting.....adequate heating.....oil.....electricity.....gas.....well kept lawn.....
11. Bulletin boards .....
12. Playground .....Size .....
13. Recreational equipment .....croquet.....tennis.....volley ball.....basket ball.....
    Other parsonage .....

Value .....Parsonage .....Church .....Other Building .....

FINANCE

14. The budget, including both local expenses.....benevolences....., adopted annually by the congregation.....

15. Every member canvass for weekly offerings, made annually on the basis of the budget.....all church members and adherents canvassed.....envelope system used.....

16. The budget of benevolence either meeting the denominational apportionment in full or equal to one-third of the current expense budget .....

17. All current bills paid monthly.....

18. A systematic plan of payments on principal and interest of debt on the church property, if any.....

19. Property insured .....

Number of individual pledges received.....No. of these from non-members.....

% income from non-members.....No. of pledges from members in country homes.....

Total expenditures 5 years ago.....Total denominational benevolences 5 years ago.....

Amount of home mission aid past year $.....No. years received.....

Amounts received in previous years.....Reason for granting aid.....

Results of aid.....

FINANCIAL STATEMENT FOR THIS CHURCH FOR THE LAST COMPLETED FISCAL YEAR

EXPENDITURES		RECEIPTS	
Salary of minister		Subscriptions (Regular payment on pledge)	
Benevolence contributions for official denominational purposes		Collections (plate and special)	
		Income (from property or endowment owned by church)	
Benevolence contributions for non-denominational purposes not local, as Near East, Anti-Saloon League		Amount received for benevolence from subsidiary organizations	
Contributions for local benevolences and charities, Y. M. C. A., poor relief, etc.		Amount received for current expenses from subsidiary organizations	
New building or repairs and interest		Miscellaneous sources of income	
Salaries other than minister's		Total	
General maintenance		Surplus	
Other Expenses		Deficit	
Total		Do not enter amounts received from home mission agencies.	

This entire page should be completely filled out for each church in the community.

PARISH

20. Church works systematically to serve all groups within community as:

Occupational Groups	Nationality
Professional	Native-born
Trade	Foreign-born
Skilled labor	Negro
Unskilled labor	
Farmers	
Clerical	

21. A definite assumption of responsibility with respect to some part of the program, (i. e., regular stated service) by at least 25% of the members.....

22. Systematic evangelism aimed to reach the entire community and every class in the community.....

23. A minimum net membership increase of 10% last year.....

24. Systematic work to extend parish to the limits of community.....

GAIN OR LOSS IN MEMBERSHIP IN LAST FISCAL YEAR

By Letter			or	By Confession or Confirmation		
Country	Village	Total		Country	Village	Total
.....	.....	.....	Adult, male	.....	.....	.....
.....	.....	.....	Adult, female	.....	.....	.....
.....	.....	.....	Minors, boys	.....	.....	.....
.....	.....	.....	Minors, girls	.....	.....	.....

Total gain.....Total loss in year.....Net gain.....or loss.....

MEMBERSHIP

Total Resident Membership.....

Total roll at present.....
Total roll 10 years ago.....5 years ago.....
Non-resident members .....
Resident members: Inactive.....
Resident members: Active.....
No. resident members within incorporated center.....

	Village	Country
Resident males under 21		
Resident males 21-45		
Resident males 46 and over		
Resident females under 21		
Resident females 21-44		
Resident females 45 and over		

MEETINGS

25. At least one service of worship every Sunday.....
26. Regular mid-week services.....
No. of Sunday preaching services per month.....A. M.....P. M.....
Average attendance .....A. M.....P. M.....
No. of mid-week services per month.....Average attendance .....
No. of union services in which this church participates per month.....per year.....Average attendance.....
Protracted meeting during year.....Duration .....days .....
Were meetings union?.....Average attendance .....
No. joining this church.....Adults.....Sunday-school children .....others.....

RELIGIOUS EDUCATION

Yes or No

27. Sunday school maintained throughout the year.....(no. months held).....

28. Sunday school enrollment at least equal to resident church membership .....

29. Average attendance at least 66% enrollment.....

30. Teacher training or normal class regularly provided.....

31. Definite provision for enlistment and training of leaders for church.....community work other than in Sunday school.....

32. Communicant classes regularly held in preparation for church membership .....

33. Week-day religious instruction provided.....

Duration .....Attendance .....

34. Daily Vacation Bible School held.....

Duration .....Attendance .....

35. School of Missions.....Mission Study class regularly held.....

Duration .....Attendance .....

36. The missionary work regularly presented from pulpit and in Sunday school .....

37. No. of representatives in professional Christian service in 5 years.....in 10 years.....kind of work of each.....

.....

Cradle roll enrollment..... Home Dept. enrollment.....

SUNDAY SCHOOL

Enrollment

Average Attendance

No. of Members Living in Country

Class	Check if separate room	Enrollment				Range of ages	Check if organized	Check if class has socials or week-days program	Check graded lessons	Teacher		No. of foreign-born	No. pupils from non-evangelical families
		Village		Country						M	F		
		M	F	M	F								

Is teacher-training class interdenominational.....No. of young people in school beyond high-school grade.....

ORGANIZATION AND PROGRAM

38. A definite program of work annually adopted.....

39. Community service a definite part of the work.....specify.....

40. Organized activities for all age and sex groups.....boys..... .....girls.....men.....women.....

41. Survey within two years.....

MINISTER

42. A pastor resident within the bounds of the community.....

43. A pastor giving full time to the work of this church.....

44. The pastor receiving a total salary of at least $1,500 a year, free use of house.....(Total cash salary from all churches served).....

If pastor does not live within community where does he live?.....no. miles from this church.....

Name other points served, if any.....Total no. points served.....

Rent allowance if no house $.....Means of conveyance.....Maintenance allowance.....

How long in parish?.....

Graduate of what seminary?.....of what college?.....How long in ministry?.....

Has pastor any other occupation?.....What? .....

OTHER ORGANIZATIONS

Name	Sex	Range of Ages	Members	Per cent. from country	Per cent. from village	Attendance	Meetings a month	Purpose	Length of meeting hour	Activities

COÖPERATION

Coöperation with:

45. Other local churches.....

In what ways?.....

46. Interdenominational religious agencies.....State.....County .....

Names:

47. Local community organizations.....

48. Welfare agencies.....County.....State.....National .....

49. Agricultural agencies.....Local.....County.....Other .....

50. Denominational boards .....

Is religious sectarianism strong?.....Does it tend to divide the community in other than religious matters?.....

.....To what extent do members of each church attend special meetings, fairs, entertainments, or socials of each of the other churches? .....

Give instances of coöperation among the churches in week-day religious education, Sunday-school picnics, etc.....

.....

Has any church federation ever been attempted?.....Give history .....

.....

CHAPTER V

The House-to-House Religious Census

From the standpoint of the church, the chief purpose of a house-to-house census, or canvass, is to show the religious affiliations of each person in the community. Thus no other type of survey yields, for the church, information of such immediate usefulness in a campaign for members. It also awakens widespread interest, educates the people participating, and prepares them to consider the results. On the other hand, the results it yields are limited to a single field, and have less sociological value than have those of any other type of survey. For this reason, the house-to-house census should always be combined with a community survey.

LIMITATIONS OF SCHEDULE

The census requires more workers than are needed for any other type of survey. It is not possible for one person, nor for one team of two persons, to visit more than twenty or twenty-five homes in a full day, except perhaps in a village in which the houses are very close together. If the task is to be completed in one day, there must be a big corps of workers. For these practical reasons no house-to-house card should contain many more questions than appear in the example given at the end of this chapter.

THE CANVASSERS

The ideal thing is for all or most of the churches of a given community to coöperate in a house-to-house census. Each can then furnish its quota of canvassers. Experience has shown the advantage of sending out the canvassers in teams of two. The idea of a household census is probably new to the general public, and workers are sometimes diffident about asking questions. The diffidence is lessened, and better results are obtained, if two persons work together. The two members of each team should be chosen from different denominations, if more than one church is participating.

The workers should be trained for the canvass in the way described in chapter ii. On the day that it is undertaken, the person appointed by the committee in charge as director for the census should be stationed in a central place with a telephone connection. Workers can then call up headquarters for instructions in case of

any doubt. The filled-in cards should be brought to the director, who should also have a supply of extra cards on hand for any team that may need them. The committee should already have made arrangements for automobiles needed by workers who cover any outlying part of the community. The equipment at headquarters on the day of the census should include a good map of the community with each route clearly marked upon it. Before the census begins, these and other details mentioned in chapter ii must have been carefully worked out. The more canvassers used, the more important this preliminary work becomes. Loose ends may delay the whole project and perhaps result in an incomplete survey.

If a sufficient number of persons qualified to do the work are available, it is better to limit the number of homes each team is to visit to twelve or fifteen at the most. Workers will then be more willing to go back and check up where, on the first visit, they found no one at home.

If any one who can furnish addresses can be enlisted in the project, it will be well to fill in as many family names and addresses as possible before the canvassing begins. This not only saves time but, what is more important, it gives the canvasser the name of each person to be interviewed. He can use it at once; and the very fact that he does so helps to strengthen his position.

Canvassers in this type of survey should be cautioned on several points. They must know the purpose of the survey and be able to explain it convincingly. They must court suggestions as to both church and community, and must receive them without argument and without attempting themselves to offer suggestions. It is not for them to put words into the mouths of those upon whom they call. Nor must they defend a church or a minister against criticism. For this reason, the minister should not himself participate in the house-to-house religious census. The purpose of the census is to allow people to express themselves about their church relations and about the church in the community; and no matter how indifferent the church may have appeared, the fact that it is now sending persons to call at every home is the best answer to the critic. Remarks should be carefully noted in the space provided on the card, so that any family can be properly followed up.

It is possible to organize a whole county for house-to-house visitation, each community being responsible for its own territory. This was done during the Interchurch World Movement, and has been done before and since by certain state and county Sabbath school associations. In almost all cases volunteer workers were used.

In the house-to-house census, because of the large number of workers needed, a simpler schedule and more elaborate instructions are required than in any other type of survey. The schedule given as a sample in this book was used by the Institute of Social and

Religious Research in seven communities. The card was handled by more than 250 volunteer workers operating under the general direction of some member of the Institute Staff. In some places there were between forty and fifty canvassers. The card has also been used by some of the denominations, and by a dozen or more communities in the Middle Atlantic states ministered to by students of Drew Theological Seminary. In some of these places, by common consent, certain questions were not asked; but in only one was there failure to complete the canvass, and that was because the committee in charge did not route the canvassers so that the entire community was covered.

GENERAL DIRECTIONS FOR FILLING IN SCHEDULE

One of the cards like that reproduced should be used for each household. If two families live in the same house, two cards should be filled in. It is well to employ signs for words or phrases that would otherwise have to be written in frequently. Thus a check (✓) may stand for "yes" and a cross (×) for "no." A dash may be used for "could not get the information." Some of the questions on the card are of course not applicable at all times. For instance, a household composed of two widowed sisters living on their income has no wage earner. The survey director should request that the initials "n a" ("not applicable") be written down opposite such questions. No space should be left blank. If no magazines are taken in a home the canvasser should write "none." Otherwise the tabulator does not know whether the correct answer is none, information refused, not applicable, or whether the surveyor forgot to ask the question. One of the first commandments in surveying is that every question on the card must be answered or the lack of an answer definitely recorded.

IDENTIFYING THE FAMILY

The questions at the very top of the card are intended to serve as a means of quickly identifying the family. *Native white* means white persons born in the United States or its possessions. *Foreign-born white* means whites born outside the United States. *Negro* refers to all of that race no matter where born. *Other* refers to American Indians, Chinese and other orientals. In some communities a separate classification may be needed for Indians.

The canvasser should check in one of the squares opposite each of these categories to indicate the composition of the household. If more than one category is represented in the household, more than one square should be checked. Thus, native white will often be found living with foreign-born white parents.

In recording the place of residence, all households outside the incorporation should be counted as in the country when the center of the community is incorporated. When the center is not incorporated, the committee in charge will have to draw the boundary lines for the canvassers if the persons living in the center and the persons living in the contiguous rural territory are to be considered separately.

LISTING MEMBERS OF THE FAMILY

Under the headings "Adults" and "Minors" are to be listed the names of all the persons in a household. If there are so many minors in any household that entries have to be made for each sex on lines "g" to "k," the age of each boy should be written at the left in the age column and that of each girl at the right in the same square. The names of persons not actually living at home should not be entered. A separate line should be used if possible for each individual.

CHURCH RELATIONS

Proceeding from left to right, the next major section of the card seeks information as to the relation of each individual to the church. Under this head there are five divisions: member, adherent, no member, no preference, church worker. A *member* has his name on the membership roll of some church. An *adherent* does not have his name on the membership list of any church, but attends services at a single church at least on an average of once a month. A *no-member* does not have his name on the roll of any church, nor does he attend church. Some no-members have, however, a preference for one denomination. If so, such a preference should be recorded in the column headed "Name or denomination of church." If not, the no-member also receives a check in the *no preference* column. A church worker is an officer of the church, a Sunday-school teacher, or an active worker in some other church organization. One who is merely a regular attendant at services is not checked as a worker. A member or adherent may be a church worker. A no-member may also be checked as having no preference; but of course he cannot be checked as being either a member or an adherent.

Inquiry is made as to the distance a family lives from church to discover the territory from which the church draws. From these data parish maps can be prepared. If a person is a member of a church in some other community, the approximate distance of his home from that church should be indicated. This shows the persons who live in the community, but who have not become sufficiently of the community to affiliate with one of its churches.

The next column to the right on the card, as well as the one headed "Why never attend," are intended to give the local churches information that will aid them in reaching people. If honest answers can be secured to these two questions, problems for the church long unsuspected may be discovered.

In the column headed "Attend church," the surveyor should set down the number of times each person attended church in the preceding year. The use of figures here, even though representing merely a close estimate, is essential, as it avoids such non-tabulable answers as "now and then," "frequently," "regularly," "seldom," and insures more accurate survey results.

NATIVITY

The section under the heading "Where born" should present no difficulties for the surveyor. It particularizes the data on nativity already recorded at the top of the card, and is also an index of the stability of the population. If a person interviewed was born in the United States, but not on the farm he now occupies or in the village being studied, the check should be placed under "U. S." in the column marked "elsewhere." The column headed "other country" applies of course only to the foreign-born. In designating the country of birth, it is desirable to use up-to-date geographical names; for example, Poland, Jugo-Slavia, Czechoslovakia, etc.

OCCUPATIONS OF WAGE EARNERS

On the reverse side of the card data are asked as to the occupation of each wage earner in a household. In conformity with the practice of the census, a housewife is not considered a wage earner. Comparison of this information with the church data will show whether the church is reaching all occupational groups. The reply to the question as to whether the home is owned or rented, is intended to be compared with data on church membership, and with many of the other data on the card, as will appear later. If a farmer both owns and rents land, classify him according to his status with respect to the farm on which he lives. If a wage earner has two occupations, both should be entered. Thus, a mason may also be a carpenter. If there is more than one wage earner in a family, the occupation of each person should be designated. Each person, in that case, may be identified by using the letter of the line on which his or her name appears on the face of the card. Thus the line might read "occupations of wage earners 1. mason (a) 2. reporter (c) 3. stenographer (g)." In filling in these data, it is important not to use the designation "laborer" without also indicating the industry; thus, "farm laborer" or "laborer in factory." This prin-

ciple would apply to any general term. It is important to know whether a "foreman" is engaged in road building or whether he works in a bakery or a pipe factory.

RECREATIONS

Favorite recreations are asked for to show whether or not certain amusements that the people crave are supplied by the community. This information can be very valuable in building a program for the community. In setting down these recreations, the canvasser should be specific. "Sports" means nothing or anything: the particular sport or recreation should be named.

The question on magazines has sometimes been omitted in surveys using this schedule. It was intended to discover the range of the community's intellectual interests as registered in subscriptions to periodicals—not to newspapers, even though published outside the community.

The question concerning young people away from home is inserted as a means of measuring the exodus of young people from the home community and to discover whether, if there has been such an exodus, it is traceable to anything in the training of the young. The question is also designed to discover what the contribution of the rural community is to other types of communities. In order to insure that the answers to this question shall be comparable, it is best to record on the card only answers covering persons who have left home since the Great War (1918). Facts for each person should be entered separately. If there is not enough space some of the lines under remarks may be used.

QUESTIONS BEARING ON THE PROGRAM

Answers to the question, "Why do you live in this community?", and items to be entered under, "Suggestions for church" and "Suggestions for community," are important because they indicate the sort of hold the community has upon its residents, and what these residents would like to have the community become. Usually it is possible to build a proposed program entirely out of the suggestions of the local people. The last item, "Remarks," is for the recording of any striking comments by the people interviewed, or of any observations by the surveyor about the members of the household, which would throw light on a religious or social problem.

USING THE DATA

When the cards have been collected and turned in to the committee, the data on them must be tabulated. This process, without

which a survey is of course valueless, will give an understanding of the general church situation in the community. It will assemble much material of sociological value, and will afford suggestions for the building of a program for church and community that will probably occupy the united efforts of the town for half a decade. It is this material that should be presented to the people and made the basis for a campaign of community progress.

THE FIRST FOLLOW-UP

After the canvass has been made, people who have no close ties with the church will expect a speedy follow-up; and only a speedy follow-up will have the maximum psychological value. Before the tabulation is made, therefore, volunteers should be put to copy from the cards such material as will be of immediate value to each church in an effort to reach these people. Five lists should be prepared, and the first four should be subdivided according to denomination.

(1) Local membership lists. These may be checked against the actual church rolls. Some persons claim church membership who do not actually hold it; but their claim to such membership can be used in following them up.

(2) Lists of residents who are members of churches outside the community. Often they can be induced to trade at home in religion as in other things.

(3) A list of the adherents of each denomination who nevertheless have not joined local churches.

(4) A list of persons not members or adherents of any church, but giving some one local church as their preference.

(5) A list of persons thus far not interested in or attending any church in the community. This is the only list that cannot be divided according to denomination. The names on this list can be distributed equally among the clergymen of all the churches. This distribution may best be made by assigning to each church the persons who live nearest to it.

HOUSE-TO-HOUSE CENSUS CARD

VILLAGE_____

FAMILY NAME_____

NATIVE WHITE ☐

FOREIGN BORN WHITE ☐ (CHECK RACE)

NEGRO ☐

OTHER ☐

ADDRESS

LIVE IN VILLAGE: NO._____ STREET

LIVE IN COUNTRY:_____ ROAD__

	ADULTS 21 YEARS OF AGE AND OVER FIRST NAMES		RELATION TO CHURCH: MEMBER	ADHERENT	NO MEMBER	NO PREFERENCE	CH. WORKER	NAME OR DENOMINATION OF CHURCH	DISTANCE FROM CHURCH	WHY NOT MEMBER OR WHY NO PREFERENCE	ATTEND CHURCH: TIMES PER YEAR	NEVER	WHY NEVER ATTEND	ATTEND S. S.: YES	NO	WHERE BORN: U. S.: THIS TOWN	THIS FARM	ELSEWHERE	OTHER COUNTRY: NAME COUNTRY OF BIRTH
A	FATHER																		
B	MOTHER																		
	OTHERS MALE	FEMALE																	
C																			
D																			
E																			
F																			
	MINORS UNDER 21 YEARS OF AGE BOYS	GIRLS	AGE																
G																			
H																			
I																			
J																			
K																			

NAME OF SURVEYOR_____

VILLAGE STUDY HOUSEHOLD SURVEY DATE_____ 19__

Reverse Side

Village ..... State.....

Occupations of wage earners: 1.....2.....3.....

Years lived in this house.....Own or rent.....

Favorite recreations: Head of house.....Homemaker .....

.....Children .....

Names of magazines taken.....

Number of young people away from home.....Why? .....Where? .....

Occupation .....Education .....

Why do you live in this community?.....

.....

Suggestions for church.....

.....

.....

Suggestions for community.....

.....

.....

Remarks .....

.....

.....

Institute of Social and Religious Research, 370 Seventh Ave., N. Y. C.

CHAPTER VI

Preparing the Results for Presentation

The tabulation of the data referred to at the end of the last chapter, and the subsequent preparation of the results of the survey for publication involve a considerable amount of careful work. The more important steps in these processes are: planning for the work of tabulation; editing the schedules; devising the tabulation forms; tabulation of the data; analysis of the results; preparation of the charts, maps, and final report.

PLANNING THE WORK

In the absence of persons with definite statistical training, teachers or students may be induced to volunteer their services as tabulators. The work of tabulating takes far less time than the actual canvassing. Half-a-dozen persons could probably do the tabulating for a community of 750 homes by working three hours on each of three or four evenings. The secretary of the survey committee, or some other person who has thoroughly mastered the details of the canvass and the tabulation forms to be used, should direct this group.

EDITING THE SCHEDULES

The editing of the schedules is not a process of "doctoring" the data. The editor must merely see to it that no card goes to the tabulators with omissions or errors; nor with anything on it obscure or misleading. The editor must carefully examine each schedule, watching particularly for unanswered questions, for actual mistakes, and for lack of uniformity. Sometimes he may be able to fill in the proper answer to a question from the context. Sometimes it becomes clear that the surveyor has left blank all questions answered negatively, or those on which no information was procurable, and the editor can make the proper entry. Mistakes must be guarded against. Thus, the entry of the following quoted items on tabulation forms would upset all hope of a correct tally: "Active membership 97. Inactive resident membership 13. Nonresident 10. Total 115." If the surveyor is available, as is usually the case in local investigations, the editor may have to call him back to explain

omitted or obscure entries in order to make the card-entries clear to the tabulators.

Editing for uniformity is also necessary. This may concern such a relatively slight matter as seeing that signs used for "yes" and "no" are consistent throughout. It may deal with such an important matter as making the terminology used in listing occupations in a house-to-house census uniform according to the suggestions in chapter v. The editor may have to reject some schedules entirely, or change non-tabulable entries to read "unknown." He must see to it that each question contains some answer that corresponds to the categories to be used on the tabulation forms, as failure to do this will result in the wasting of much valuable time by the tabulators. In making his corrections, however, the editor should be careful not to render the original entry illegible. His entries should, therefore, be made in some easily distinguishable color. For this reason the editing process is sometimes called "blue checking."

PREPARING TO TABULATE

The primary problem of tabulation is classification. If the tabulation forms were not drawn up prior to the making of the study, they should be prepared as soon as the editing is complete. They are, of course, governed by the schedule, and just as no question not intended for tabulation should be included in the schedule, so no tabulable question on the schedule should be omitted from the tabulation forms. The field work, or the editing processes, may have shown that certain questions lacked significance, and these may be dropped.

To tabulate material is merely to arrange it in an orderly way for the making of comparisons and the drawing of conclusions. Tabulation presents some of the most perplexing problems of the survey. Merely to total the answers in each separate column often yields the investigator very little. In the house-to-house religious census card, for example, such a process would show that in a given community there were so many members, so many adherents, and so many non-members. It would also show that there were so many Methodists, Presbyterians, Lutherans, Catholics, native-born, foreign-born, owners, tenants. But it would not show whether the tenants were also foreign-born and Catholic; nor whether proportionately more owners than tenants belonged to church.

THROWING THE CARDS

In a survey in which the schedule consists of a single card, the cards may be separated into certain groups before any figures are

put down on the tabulation forms. Thus, in the example under discussion, all the cards of families living in the village can be placed together, and the cards of all living in the country together. Each

TABLE I: AGE OF BOYS AND GIRLS IN VILLAGE

Age of Minor	Total number of minors	Boys	Girls
Total number of minors	329	165	164
Under 1 year	9	5	4
1 year	9	5	4
2 years	11	5	6
3 years	13	4	9
4 years	16	9	7
5 years	15	7	8
6 years	21	10	11
7 years	17	12	5
8 years	9	3	6
9 years	16	8	8
10 years	17	8	9
11 years	13	9	4
12 years	16	10	6
13 years	18	8	10
14 years	24	12	12
15 years	14	9	5
16 years	13	9	4
17 years	20	10	10
18 years	17	3	14
19 years	9	5	4
20 years	17	8	9
Not reported	15	6	9

The above figures can be summarized as follows:

Total number of minors	329	165	164
Under 1 year	9	5	4
1– 4 years	49	23	26
5– 6 years	36	17	19
7– 9 years	42	23	19
10–13 years	64	35	29
14 years	24	12	12
15 years	14	9	5
16–17 years	33	19	14
18–19 years	26	8	18
20 years	17	8	9
Not reported	15	6	9

These age-groups have been used in order to make possible comparisons with figures provided by the census.

of these piles of cards can then be subdivided as between owners and tenants, and these again subdivided into native-born and foreign-born. If Negroes are present, their cards, after being segregated, should be subdivided in the same way. This makes it possible for

certain total and subtotal results to be obtained quickly. For instance, the number and the proportion of foreign-born tenants in village and county can be found by a rapid hand-count, technically known as "throwing." To avoid getting the cards mixed, it is well to have, for each major category, a box into which the divided cards are placed.

Once the cards are so divided, the tabulation can proceed in the same way, by hand-counting for any given fact. Thus church members and non-church members can be analyzed according to occupation, or minor children according to each year of age. From such counts, tables can be prepared showing both the details and the significant combinations.

Table I illustrates two important and related principles. First, it is important to tabulate material in greater detail than may be needed in the final presentation of the report. Any combinations desired can then be made, as is done in the second half of Table I. Secondly, the tabulation should not be slavishly confined to the original categories if the results do not appear to be significant. Those in charge of the tabulation should experiment as much as may be necessary to discover those correlations and combinations of data that are of most significance. For example, if there is no significant difference in the church relations of farm owners or tenants, no tables on this point need be prepared even though the tabulation has been made.

SPECIAL TABULATIONS

There are certain questions on this particular card, the answers to which cannot be hand-counted. Among these questions are: "Why not member?" "Why never attend?" "Why do you live in the community?" and "Suggestions for church and community." Large cross-ruled tabulation sheets are required for these records. One sheet must be used for each of the categories, according to which it is desired to tabulate the material, and if it is desired to divide the answers according to sex or nativity, separate sheets, or at least separate forms, should be used for each major division.

In Table II, a sample from one such tabulation is given. In this case the various replies to the question, "Why did young people leave home?" have been tabulated under six categories. Replies for village and country sections of the same community are given separately. Had it been desired, the replies could also have been subdivided by sex.

On the other hand, there are sometimes important tabulations for which no definite category headings appear on the schedule, but which can be made from data gathered. Thus, in our example, the average size of family can be computed for each of the major groups into which the cards have been divided by throwing.

It is of the utmost importance that the director of the survey study his data to get from them the comparisons and analyses of most significance for his group or community. Any two items on the schedule may be compared, but the director must determine which comparisons are of primary, which of secondary, and which of minor importance.

TABLE II: REASON WHY YOUNG PEOPLE LEAVE HOME

Reason	Total number of young people	From the village	From the open country
Total number of young people	166	90	76
To find work	95	49	46
To get married	33	20	13
To study	9	6	3
To change environment	7	5	2
To join the army and navy	4	3	1
Not reported	18	7	11

To show the amount of material that may be obtained from a schedule, there is appended a list of statistical tables prepared on the basis of a house-to-house religious census conducted in a community of 1,500 persons, of whom 60 per cent. lived in the village. Even this list is not exhaustive.

COMPOSITION AND CHARACTERISTICS OF POPULATION

1. Nativity of population in village and open country.
2. Nativity of head of household in village and open country.
3. Place of birth of men and women in village (adults).
4. Place of birth of men and women in open country (adults).
5. Age of minors in village and place of birth.
6. Age of minors in open country and place of birth.
7. Size of households in village and open country according to nativity of head.
8. Adults in households in village and open country according to nativity of head.
9. Minors in households in village and open country according to nativity of head.
10. Age of boys and girls in the village.
11. Age of boys and girls in the open country.

MOVEMENT AND STABILITY OF POPULATION

12. Young people away from households in village and open country.
13. Young people away from home in village and open country according to place of residence.
14. Young people away from home in village and open country according to occupation.
15. Reason why young people leave home.
16. Education of young people who leave home.

17. Years native and foreign-born heads of households have lived in village, same house.
18. Years native and foreign-born heads of households have lived in open country, same house.
19. Reasons given for households living in village.
20. Reasons given for households living in open country.

ECONOMIC ORGANIZATION OF COMMUNITY

21. Occupations of gainfully employed in the village.
22. Occupations of gainfully employed in the open country.
23. Home owners and tenants according to occupation of head of household.
24. Home owners and tenants in village and open country.
25. Occupations of heads of households of the village.
26. Occupations of heads of households of the open country.

RECREATION

27. Favorite recreation of men and women at head of household and of children in village.
28. Favorite recreation of men and women at head of household and of children in open country.
29. Recreation of home owners and tenants according to occupation—village.
30. Recreation of home owners and tenants according to occupation—open country.
31. Recreation of home owners and tenants in village and open country gainfully employed.
32. Magazines taken in the homes of village and open country.
33. Suggestions given in village for community.
34. Suggestions given in open country for community.
35. Remarks—village.
36. Remarks—open country.

CHURCH

37. Denomination or church of native and foreign-born households in village and open country.
38. Relation of adults in village and open country to denomination or church.
39. Relation to church of home owners and tenants according to occupation—village.
40. Relation to church of home owners and tenants according to occupation—open country.
41. Relation of head of household to the church according to occupation.
42. Relation to the church of home owners and tenants gainfully employed.
43. Relation to the church of home owners and tenants who are agriculturalists.
44. Age of boys and girls in village attending Sunday school.
45. Age of boys and girls in open country attending Sunday school.
46. Distance from church of households in village.

47. Distance from church of households in open country.
48. Reasons given for not attending church.
49. Reasons given in open country for not attending church.
50. Suggestion given in the village for church.
51. Suggestion given in the open country for church.
52. Church workers among men and women in the village.
53. Church workers among men and women in the open country.
54. Church relationship of men and women in village.
55. Church relationship of men and women in open country.
56. Relation of minors in village and open country to denomination or church.
57. Age and sex of minors reported church members.
58. Age and sex of minors in open country reported church members.
59. Age and sex of minors in village reported adherents.
60. Age and sex of minors in open country reported adherents.
61. Times adults in village attend church in a year.
62. Times adults in open country attend church in a year.
63. Reasons given in village for church non-membership and non-preference.
64. Reasons given in open country for church non-membership and non-preference.

TABULATING EXTENSIVE SCHEDULES

The tabulation problems of the topical survey are of the same character as those that occur in the case of the house-to-house card, varying only with the complexity of the schedule and the kind of question. Where the community schedule is applied to a single community, scarcely any tabulation is required, except possibly of the memberships and expenses of the social organizations, or such calculations as the per capita circulation of library books, or the per capita expenditures for fire or health protection.

The problem would be more complex if a wider area than a community were covered; but even if the unit were a county, the usual number of communities would be only twelve or fifteen, and the maximum probably not more than forty. For the most part, only the totals of the various columns would be required. Within a local community, the same condition would hold for the churches. Most rural communities have only from four to six churches, and rarely more than fifteen. These are too few cases to permit of any subdivision into types. Only totals are needed; although, of course, there can be comparisons among churches in such matters as per capita giving, rate of growth or decline, proportion of young people under twenty-one years of age in the membership, etc.

In a whole county, the problem of tabulating the church survey results is slightly more complicated; but for the most part the complication arises because of the number of items, and not because many major divisions need to be made. The surveyor dealing with a county-wide problem should procure as a guide to presentation

one of the county studies published by the Institute of Social and Religious Research.[1]

SOME GENERAL PRINCIPLES

In devising any tabulation form, a few general principles should be borne in mind:

(1) The tabulation form should not contain any subdivision which the data show to be unimportant. For instance, if a community is surveyed in which the number of tenants or foreign-born is too few to be socially significant, there is no reason why the division under these heads suggested earlier in the chapter should be made.

(2) The tabulation should not be merely mechanical. For instance, the tabulation of the minors by five-year age-intervals is not as significant as the divisions used by most Sunday schools, which take into account the recognized periods in the child's life of which adolescence is especially important.

(3) The tabulation should not be too detailed for the data. To use too many subdivisions for the amount of data, burdens the presentation with facts of no great significance.

If the survey is to be published, still other statistical and mechanical problems arise. The final tables, for example, must not be too large for the size of the page on which they are to appear, which may involve the breaking of some tables into several parts, regardless of how the data were tabulated. Similarly, wherever possible, a table should appear on the page vertically, not horizontally.

SOME RULES FOR PREPARING TABLES

In the preparation of tables for printed publication, the Institute of Social and Religious Research has adopted certain rules,[2] a few of which it may be useful to quote here:

1. There are three main parts to a statistical table. (1) the title, (2) headings, and (3) the columns of figures themselves.
2. The title should be placed *above* the table.
3. The title should state the contents of the table as briefly and clearly as possible.
4. The title, together with the headings, should explain the table so fully that the reader need not refer to the text.
5. Every figure appearing in a table should be clearly labeled by the use of appropriate headings.
6. Two kinds of headings may be used in tables, (a) column, and (b) line. The column heading is the heading above the column,

[1] *A Church and Community Survey of Salem County, New Jersey.* 25 cents. *A Church and Community Survey of Sedgwick County, Kansas.* 25 cents.

[2] These rules were prepared by Dr. C. Luther Fry, Director of the Bureau of Standards of the Institute of Social and Religious Research.

while the line heading is the one at the side of a column. The line heading is sometimes called the "stub."

7. Headings should be as brief as possible consistent with clarity.
8. In typing headings that cover several lines, no attempt should be made to center titles up and down or to have them all begin on the same line, but they should all end on the lowest line.

GRAPHIC PRESENTATION

Even if the results of a survey are only to be presented to a committee, it is advantageous to depict some of the most important of

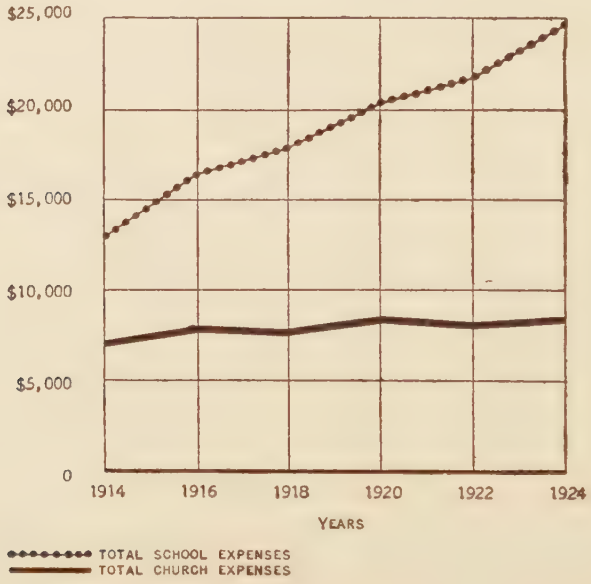

CHART I—COMPARISON BETWEEN SCHOOL AND CHURCH EXPENSES OF BLANKVILLE, 1914-1925.

them in simple charts, graphs or diagrams. Statistics are difficult for the average person to remember, and a pictorial presentation of them impresses them upon the mind. Since it is essentially a picture, the first requisite of a chart is that it leave the correct impression upon the eye of the reader. A few important rules governing the preparation of charts may be cited.[3]

A. Types of Charts

1. The types of charts in general use can be classified under four main heads:

[3] These rules were prepared by Dr. C. Luther Fry, Director of the Bureau of Standards of the Institute of Social and Religious Research.

a. Line charts.
b. Bar charts.
c. Surface charts.
d. Other types.

a. Line charts

1. A line chart consists of one or more straight or curved trend lines drawn upon a background of vertical and horizontal lines. (See Chart 1.)
2. The vertical and horizontal lines forming the background of the chart constitute the scales of the chart.

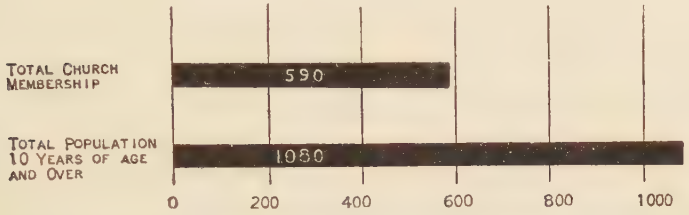

CHART II—CHURCH MEMBERSHIP IN BLANKVILLE COMPARED WITH POPULATION.

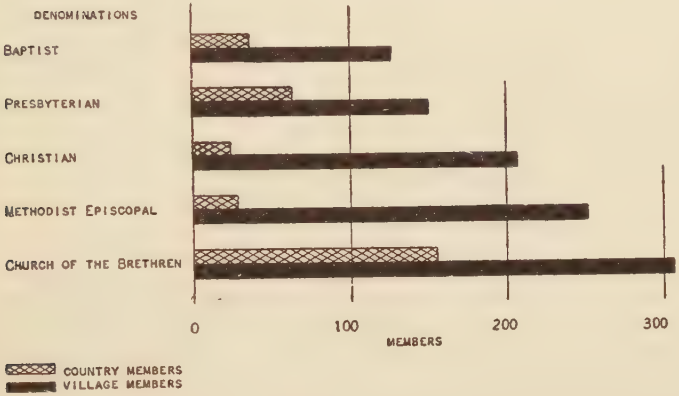

CHART III—NUMBER OF MEMBERS FROM THE VILLAGE AND FROM THE OPEN COUNTRY IN THE CHURCHES OF BLANKVILLE.

3. The horizontal scale should usually read from left to right and the vertical scale from bottom to top.
4. In line charts whose trend lines cross, there should not be more than three trend lines at the most. Even in cases where the lines do not cross, charts with many trend lines are confusing to most persons.
5. Line charts have been found to be particularly useful in showing increases or decreases over a period of time.

b. Bar charts

6. Bar charts consist of bars proportional in length to the quantities represented.
7. The bars in a bar chart may be either vertical or horizontal. Charts with vertical bars tend to accentuate the differences between the quantities represented. (See Charts II and III.)
8. For variety's sake and to quicken the reader's interest, it is well to use both vertical and horizontal bar charts if there are many bar charts in a book.

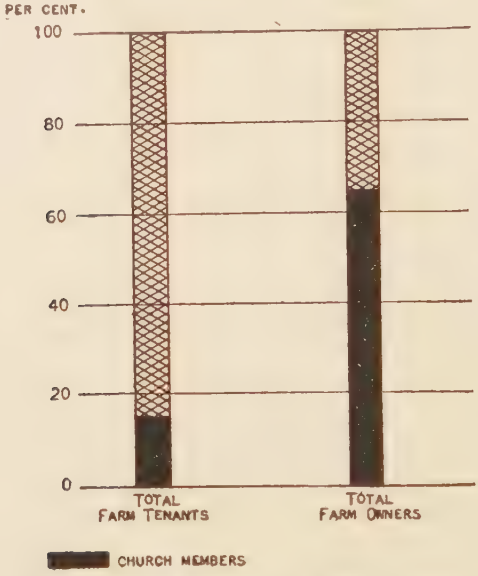

CHART IV—PROPORTION OF FARM OWNERS AND FARM TENANTS THAT ARE CHURCH MEMBERS.

9. When it is desired to contrast component parts of two or more unequal aggregates, the subtotals should be presented as ratios or percentages of their aggregates. In charts of this type the most important component should appear at the left-hand side of each chart. As a rule the bars should be so arranged as to give the most important component an ascending or descending sequence. (See Chart IV.) [4]
10. When it is desired to present in one chart comparisons of a number of different aggregates, a bar chart should be used rather than a line chart because, as pointed out in rule 11, line charts with many trend lines are confusing to most persons.
11. Because it is harder to perceive the differences between areas of different size than between lines or bars of different lengths, surface charts should not be used to represent graphically different aggregate quantities.

[4] Bar charts can be made to represent either absolute numbers or percentages. Chart IV is an example of a bar chart of the component part type which deals with percentages rather than with actual numbers.

12. Although a surface chart should not be used to represent unequal aggregate quantities, it can be used to advantage to represent the component parts of equal quantities. (See Chart V.)

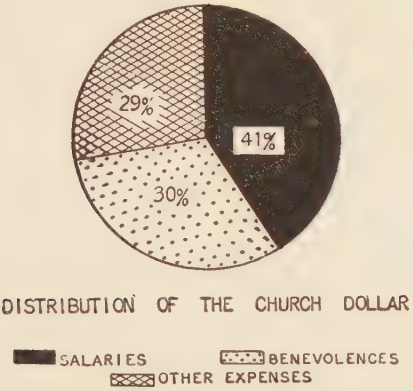

Chart V

If the survey director cannot undertake the work himself, the local teacher of mechanical drawing or some of the students will probably be glad to prepare the charts. If the report is to be printed, charts may be drawn on smooth-finish cardboard cut to a 9″ x 11″ size. Such charts will also serve for exhibition to the survey committee. If the survey results are to be presented to a large audience, the more important of these small charts should be worked over into wall charts. Chart material is also well adapted to lantern slides. In any event the precise use to which the charts are to be put should be clearly determined before they are drawn.

MAPS

When a survey deals with a geographic area, a map of the area should be included in the final report. In the case of a single community, a series of maps may be needed. Maps covering a community can be drawn on a fairly large scale and should locate important places lying outside the community, in order to give the reader the proper perspective. One map should show the economic boundaries of the community, another the social. If the different social and business activities serve areas bounded by lines that nearly coincide, a composite line on one map will be sufficient. Another map should show the boundary line of the various church parishes. All these boundary lines should be drawn according to the information secured from the field survey and described in chapter iii. (See Map on page 96.)

In a study of an extended area, such as a county, one of the maps should show the location of natural features, such as hills, rivers or lakes, as well as of artificial features such as roads, railroads and municipal boundaries. In this general map should be included churches, school house, grange halls, and the like.

Each map of this kind must, of course, be accompanied by a scale and by a key.

Chart VI—Map Showing Community Boundary and Church Parishes.

Maps may also be used conveniently to present comparative information. For instance, the ratio of church membership to total population in the different townships of a county may be shown by filling in the outline of each township with a different sort of cross hatching, or lining, and by appending a key to show what each means.

THE REPORT

The final stage in the process of preparing the survey results for use is that of writing the report. Responsibility for this task will most naturally fall to the director of the survey, although there is no objection to dividing the various sections of the report among several people, nor to designating some one person to collaborate with the

director. In the first write-up, no attempt should be made to produce anything more than a complete factual statement, which should follow closely the outline of the schedule, and should present the results of the tabulations, together with such additional material as may have been gathered. Major emphasis in this write-up should be upon the facts, which should speak for themselves. Indeed, in some situations, no interpretations at all should be included, though the writer should note down his own interpretations of the facts for later use.

This first factual write-up is for the use of those most concerned with the survey process in working out their interpretations and conclusions, and it will become the basis of the report, whether oral or printed, to the entire committee and to the public.

CHAPTER VII

Presenting and Utilizing the Results

If the survey results are to be put to proper use, the major significance and values of the data must be determined by careful study, decisions must be made as to the needs revealed, and the resulting conclusions will then have to be set before the public in a convincing manner. All of these tasks will probably fall to the director of the survey, the secretary of the survey committee or some other individual or small group designated by the committee.

Since the public will want to know not only the facts and needs disclosed by the survey, but also the remedial program recommended and the resources available to carry it out, several sessions of the committee should be devoted to a "findings conference" for the discussion of these matters. A number of sessions will almost certainly be required since, if the study has been anything more than a restricted form of religious census, it is best to consider the survey results and program section by section, taking one or more sections at each session.

The committee should have a corporate responsibility for the program adopted and only such items as can command at least a two-thirds vote should be included. Other items, no matter how important, may have to wait. Antagonism at this stage will almost certainly prove fatal to the success of the endeavor. If the secretary of the committee, or the director of the survey, cannot carry the committee with his whole program, he probably cannot carry the community; and he will be well advised to let those of his ideas that are not accepted by the committee wait. Communities very often catch in time the vision of their leaders.

PRESENTING THE RESULTS TO THE PUBLIC

The type of survey and the area covered will largely determine the plan for presenting the results to the public. In a single community, a mass meeting of all the citizens held in the largest church, or better in the school auditorium, is often the most effective means. As an alternative, in a study in which the churches have taken a leading part, each minister may present the results to his own people, or may invite a competent member of the survey team to do this for him. Sometimes a person from outside the community can

effectively present the results at a community mass meeting. Obviously the person chosen must be sympathetic and must understand both the survey method and the particular results obtained. This plan is not to be recommended if the presentation can be made by a local leader fully qualified and enjoying the confidence of the community.

If the area covered is larger than one community, a series of meetings should be arranged, all to be held within as short a time as possible. In this event, unless the area is small enough to be covered in two or three meetings, the presentation will have to be made by more than one person, but in every case it should be precisely the same presentation.

PREPARATORY PUBLICITY

Adequate publicity should precede any meetings. People will not attend unless their interest is aroused, especially if the processes of the survey have taken a considerable length of time. Experience has shown that there is far more interest when the survey has included a house-to-house census than when it has not—a consideration worth taking into account at the start when deciding whether to include a house-to-house census in a general survey. The publicity for working up this meeting should be informative, and should include a few news stories giving preliminary partial reports on one or another feature of the study.

WHAT TO EMPHASIZE

In presenting the survey results at a meeting the speaker's function is not to tell all he knows, but to leave with the audience the points of greatest interest and importance, and probably to demonstrate the need of a program of action in the community. The audience, not being familiar with the results, or with the processes of securing them, cannot be expected to have the enthusiasm of the initiated. What will appeal most will be as simple and direct a presentation as possible, unencumbered with many details or (to the speaker) interesting side-lights. If the speaker touches the high spots in the right fashion, the audience will want to know more, will ask questions, and will be glad to read the full report of the survey if it is published either in the newspapers or in pamphlet form.

Dogmatism is to be avoided. The facts should be presented with confidence; but questions or corrections should be invited. The survey method seeks to discover truth; and if any one in the audience can make the final product more perfect in this respect, his contribution should be welcomed. This attitude will also tend to dis-

arm merely captious criticism, and to create confidence in the presentation, especially if the speaker shows, under criticism, that he has his facts well in hand. A definite period during the meeting should be set aside for asking questions. Answering questions that the presentation raises in the minds of the listeners is one of the best ways of carrying conviction.

The experience of the author and his associates in presenting the results of surveys to well over one hundred audiences in the last five years, varying from large national or state bodies to small county conferences or local community meetings, has convinced him that the best way to get the results of a survey across is to begin with the conclusions, even though these conclusions are stated in the form of a suggested program. This method brings those in the audience at once to the heart of the problem, and does not get them lost in a forest of statistics. Each conclusion can be simply stated as a proposition; and then the facts that support it can be marshaled from the survey data.

For instance, if the conclusion is that the state board of health should be invited to analyze the water and milk supply of the community, the supporting facts would deal with the number of cases of typhoid in the community and the number of deaths from that disease, over a given period of time, together with comparable figures for communities like the one surveyed, for the county or for the state. Illustrative charts should be freely used; but care should be taken that they are large enough to be easily read, since nothing causes the attention of an audience to flag more quickly than the use of charts or maps too small for their features to be easily distinguishable. Lantern-slide presentation is often effective, but only if the lights can be flashed on and off easily, as in a meeting of this sort it is advantageous for the speaker and the audience to see each other.

FINDING A BASIS OF COMMON AGREEMENT

In presenting the program to a general audience, the speaker will do well to put first those things that will most surely gain approval. The very fact that a survey has been made creates apprehension in some minds. It is unwise, therefore, before the needs can be properly explained, to begin by suggesting policies that seem to call for a considerable expenditure of time and money. If the committee decides to bring forward its entire program, it may be proposed as a three-year or five-year enterprise. Ample opportunity should be allowed for discussion and for the asking of questions. Sometimes, after the discussion, it is well to summarize the suggested program in a short speech. Emphasis should be laid on the duty of members of the survey committee to take part in the dis-

cussion of the program which they have previously fully digested and approved. To "let George do it" is a human tendency, but "George," in the person of the director of the survey, or whoever has been selected to make the presentation, is going to need all the help he can get, and individual members of the committee will find ample opportunity to give that help during the discussion of the program.

Those interested in the success of a meeting of the kind here described should have, in advance, a definite objective which they hope to attain by a vote of the audience. The particular objective will vary not only with the type of survey, but also with the situation discovered within the area studied. For one study it might be the formation of a community association charged with the task of putting through the program. In another community such organization may already exist and the effort may be to commit each specific suggestion to some agency already at work.

If there is no community organization to take over the survey program, it is well for the meeting at which the results are presented to authorize the appointment of a small continuation committee to supplant the survey committee now ready for honorable discharge. This continuation committee can correlate the various suggestions and follow up the group to which each is committed.

BROADCASTING THE RESULTS

The results of the meeting at which the presentation to the general public is made should have the widest possible publicity. Each newspaper circulating in the area should receive a full draft of the survey report well in advance of the day set for the meeting. Such drafts, or summaries, may also be sent to the editors of one or two of the most popular metropolitan papers. Reports of these meetings are distinctly news; and not infrequently papers in cities up to nearly a quarter million in population have printed in full the report of a rural survey and commented on it editorially. All this helps to strengthen the position of those in favor of the program, and gets the facts to persons who did not attend the meeting.

The question may arise as to whether or not the survey data and the findings should be published. The answer is emphatically "yes" if sufficient funds are available. Publication is one sure way of conserving the data and of keeping the program before the people. Publication calls, however, for careful editing of the manuscript of the survey in order that the data may be presented so clearly as to make misunderstanding impossible, and so that the factual basis for the program may be apparent. In publishing the suggested program a summary of the data may well appear first.

If the report is not presented in printed form, bound copies of

the survey manuscript should be placed in the library or libraries of the area surveyed, so that in future others interested may check up on the progress made by the community. If no library exists, the report may be deposited with the school or with the permanent records of the municipality.

Appendix to Chapter VII

An abbreviated program for a hamlet community of some 500 people, 125 of whom lived in the center

In this community the church and a two-room school were the only institutions; and the church initiated and carried through the study without any outside help or supervision.

Industrial and Farm. 1. Educate farmers to understand soil needs and the profit that results from fertilization and proper cultivation. a. By annual institutes; b. by lectures; c. by spoken word and sermon illustration. 2. Coöperating with the county seat, have a soil survey taken. 3. Secure a blacksmith and wheelwright for the community. 4. Hold a corn contest for boys, both to stimulate their interest in farming and to show worth of approved methods of farming. 5. Organize in cooperation with the Community Club a Building & Loan Association in order to assist tenant farmers to become owners.

The Home. 1. Introduce and encourage labor-saving devices for women. 2. Increase outside contacts by selling, through church societies, subscriptions to standard religious and secular magazines. 3. Give instruction in food values. 4. Health talks.

School. 1. In the event of the failure of the consolidated school plan, add another room to present building. 2. Make management more efficient. 3. Emphasize value of common school and higher education.

Recreation. 1. Hold athletic tests for boys and girls, using Y.M.C.A. rules and standards. 2. Literary society, with musical and social features, perhaps using C. E. Society. 3. Have a Sunday-school or village library. 4. Build a tennis court. 5. Organize Boys' Scouts. 6. Hold spelling bees and other old-time recreations. 7. Encourage home socials.

Civic Improvement. 1. Form some sort of neighborhood organization to make itself responsible for the part of this program not directly the task of the church. 2. In event of the school house being abandoned through the consolidation of schools, use it, after altering, for a Neighborhood House. 3. Secure better pavements in the town and better roads leading to it. 4. Secure electric lights. 5. Seek to have railroad station restored.

Church and Sunday school. 1. Introduce better business methods. Make out in advance an annual budget and raise it by an annual every-member canvass. 2. Increase the religious investment of money by preaching and teaching stewardship and consecration of resources. We are all God's tenants. 4. An annual program of progress for church and each society. 5. Use of church and national holidays for community celebrations centering in the church. 6. Securing of better equipment, mental and physical, for Sunday school. 7. Renovate parsonage, installing lights, painting, papering and bringing in water. 8. Secure leadership for this work by a study class in a book designed to rouse rural people to the religious values and needs of the life about them.

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Each entry will include the name of the report, the author, pub-

lisher and address, date of publication, size, and price. Where the title does not indicate the nature of the survey an explanatory note will be given.

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Attention has been given to the need of concrete suggestions in the literature for country ministers, teachers, social workers and the splendid army of lay leadership. The beginner in country life work and study may perhaps obtain from the titles themselves, as well as from their classification, some idea of the kinds of information he will be likely to need in his particular field. Persons already engaged in the work will find convenient references for ready use. Glimpses of country life conditions in other nations will also be found in this list.

THE END

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